DOCUMENT RESUME

ED 082 556 FL 004 156

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TITLE Adventure in Language through Latin. First Adventure: Opening the Door. Reader: Unit I.
PUB DATE 64
NOTE 70p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Audiolingual Methods; Audiovisual Aids; Basic Skills; Form Classes (Languages); Grammar; *Language Instruction; Language Patterns; Language Skills; Language Tests; *Latin; Pattern Drills (Language); Pictorial Stimuli; Programed Instruction; *Reading Materials; Substitution Drills; *Textbooks; Vocabulary Development; Workbooks

ABSTRACT

This reader is the first of eight units for a beginning Latin course based on the audiolingual method. Materials in this and successive units embody structural linguistic principles and methods, new vocabulary and basic structures being generated from five kernel sentences by substitution, transformation, and expansion. The unit contains eight lessons each of which states a specific goal and contains pictorial aids, recognition drills, extensive pattern practices, substitution drills, grammar exercises, and question-answer drills. A programmed workbook and workbook tests are designed for use with the readers. See FL 004 157-60 and FL 004 163 for related materials. (DD)

ED 082556

ADVENTURE IN LANGUAGE

through

LATIN

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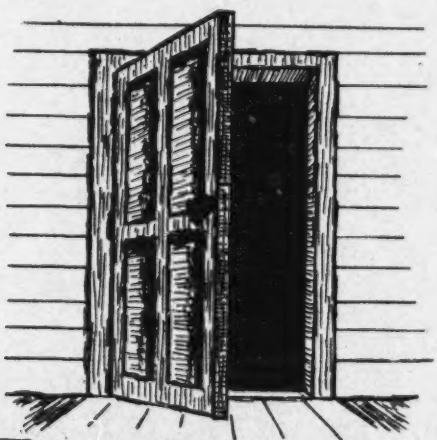

A GENERATIVE APPROACH

First Adventure:

OPENING THE DOOR

READER: UNIT I

By Henry A. Gardocki, S. J.

FL004 159

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PREFACE

This is UNIT I of VIII UNITS - of classroom materials - designed for a BEGINNING COURSE in Latin.

Classroom RECITATION on the materials should be conducted according to the AUDIO-LINGUAL methodology and principles.

The materials of the Units embody STRUCTURAL LINGUISTIC principles and methodology and are evolved in a GENERATIVE manner, namely: these FIVE KERNEL SENTENCE PATTERNS are the basis of operations--

1. Aliquis **EST.**
2. **ALIQUIS** est **ALIQUIS.**
3. Aliquis **AGIT.**
4. Aliquis **ALIQUID AGIT.**
5. Aliquis **ALICUI ALIQUID DAT.**

WITHIN these five Kernel Sentences are GENERATED new vocabulary and basic SYNTACTICAL STRUCTURES by the OPERATIONS of SUBSTITUTION, TRANSFORMATION, and EXPANSION.

A further structural development is evolved by the generation of ADJECTIVAL, NOMINAL, AND ADVERBIAL CLAUSES as REPLACEMENTS of the equivalent COUNTERPART in its simple form.

THUS, for the student, there is a CONTINUAL and ORGANIC unfolding of basic Latin structure.

The Basic Structures of Latin are drilled in the PATTERN PRACTICES and the FRAMES (numbered 1, 2, 3, etc.).

In the RECOGNITIO-a kind of advanced SYNTHESIS- the student is CHALLENGED to "spread his wings" into levels of Structure more IDIOMATIC and FIGURATIVE, often "clothed" in unfamiliar LEXICON. Here, the student can expand his linguistic horizons by INTERPRETATIVE READING, reflecting both his CONTROL of Basic Structure and his IMAGINATIVE ASSIMILATION of the Basic Structure.

Each Unit has a counterpart PROGRAMMED WORKBOOK unit designed to REINFORCE the Classroom learnings of the Audio-lingual dimension.

INTRODUCTION

FRAME 1 You are about to begin a new adventure in your young student life. This adventure will take you into a "region" as yet unexplored by you. This "region" is not a wilderness or a planet but a "world" of sounds and ideas--a language--the LATIN LANGUAGE.

You are already familiar to a degree with the beauties and workings of one language--ENGLISH. You became familiar with the SOUNDS OF ENGLISH long before you knew their MEANINGS. Soon after you were born you began to HEAR these sounds, and by the time you were two or three years old, you were quite familiar with the sounds that make up your NATIVE LANGUAGE. But, UNORGANIZED SOUNDS are not enough to make a LANGUAGE: that is, A MEANS OF COMMUNICATION BETWEEN PERSONS. These sounds must follow certain DEFINITE PATTERNS or SEQUENCES if they are to be UNDERSTOOD by several people. The patterns of sounds that make the English language a means of communication you also learned at a very early age. In fact, by the time you were three or four years old, you knew the BASIC SOUND PATTERNS of English so well that you could communicate with your mother and father and they most usually understood exactly what you were saying. So, even though you could not WRITE a word at this early stage, you could EXPRESS yourself in sounds.

Since then, you have learned more about the proper way to communicate with others, not only by the new sounds you have learned (VOCABULARY), but also by putting these sounds into written form, which no doubt meant more work but also more fun. All of this success, surely, makes your life more interesting and more adventuresome because language, written and spoken, brings you into contact with so many interesting people, places, and ideas.

Now you are able to add another ADVENTURE to your growing awareness of the world about you. You are about to begin learning a language which will allow you to UNDERSTAND the thoughts and happenings of a FAMOUS PEOPLE. By knowing Latin, you will be able to understand the mind and the heart of the people who spoke the Latin language, and therefore, you will be able to enter with them into their own adventures.

In learning Latin, you must go through SOMEWHAT THE SAME PROCESS as you did in learning English. The DIFFERENCE will be that you are older now and will be able to APPRECIATE the LEARNING PROCESS a little better. You will also be able to COOPERATE MORE CONSCIOUSLY in this learning adventure than when you first learned English.

The FIRST thing you must become familiar with is the LATIN SOUNDS. THEN you must become aware of the BASIC PATTERNS of these Latin sounds just like you did with English. ONCE THIS HAPPENS, you will be able to communicate in a SECOND LANGUAGE. Although it took three or four years for you in the case of English, you will accomplish the same success in a much shorter time with Latin because you are older now and able to learn with greater speed. SO, ON WITH OUR ADVENTURE.

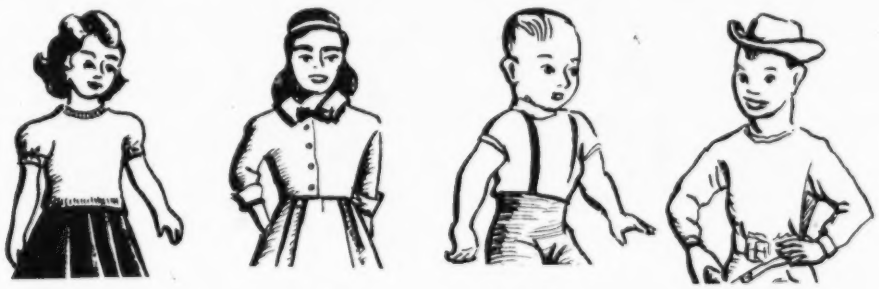
The Author

INTRODUCTION

PURPOSE: To become familiar with the SOUNDS of Latin.

DIRECTIONS: IMITATE your teacher as he pronounces these LATIN SOUNDS.
1. First, your teacher will pronounce the SOUNDS several times.
2. Then, when he tells you to do so, imitate him.

FRAME 2



PUELLA PUELLA PUER PUER

PU-EL-LA PU-ER

FRAME 3

PUER AMBULAT. PU-ER AM-BU-LAT.

QUIS ambulat? PUER ambulat.
QUID AGIT puer? Puer AMBULAT.
AMBULA'TNE puer? ITA.

FRAME 4

PUELLA CANTAT. PU-EL-LA CAN-TAT.

QUIS cantat? PUELLA cantat.
QUID AGIT puella? Puella CANTAT.
CANTATNE puella? ITA.
AMBULATNE puella? NON.
CANTATNE puer? NON.

INTRODUCTION

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DIRECTIONS: IMITATE your teacher as he pronounces these LATIN SOUNDS.
1. First, your teacher will pronounce the SOUNDS several times.
2. Then, when he tells you to do so, imitate him.

FRAME 5

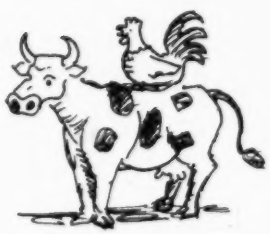
GALLĪNA — GAL-LĪ-NA

HIRCUS — HIR-CUS

VACCA — VAC-CA

CANIS — CA-NIS

FRAME 6



GALLĪNA IN VACCĀ SEDET.	GAL-LĪ-NA IN VAC-CĀ SE-DET.
QUIS in vaccā sedet?	GALLĪNA in vaccā sedet.
UBI sedet gallīna?	IN VACCĀ sedet.
SEDETNE gallīna?	ITA.
AMBULATNE gallina?	NON.
QUID AGIT gallīna?	Gallīna SEDET.
CANTATNE gallīna?	Gallīna NON CANTAT.

FRAME 7

CANIS CURRIT.	CA-NIS CUR-RIT.
QUID AGIT canis?	Canis CURRIT.
QUIS currit?	CANIS currit.
SEDETNE canis?	Canis non sedet.
AMBULATNE canis?	Canis non ambulat.
CANTATNE canis?	Canis non cantat.

FRAME 8

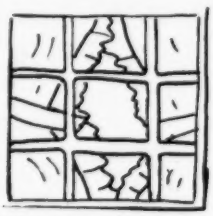
PUER NATAT.	PU-ER NA-TAT.
QUID puer AGIT?	Puer NATAT.
QUIS natat?	PUER natat.
IN QUĀ RĒ natat puer?	Puer IN AQUĀ natat.
UBI puer natat?	IN AQUĀ natat puer.
CURRITNE puer?	Puer NON CURRIT.
SEDETNE puer?	Puer NON SEDET.
AMBULATNE puer?	Puer NON AMBULAT.
CANTATNE puer?	NON CANTAT puer.

INTRODUCTION

PURPOSE: To become familiar with the SOUNDS of Latin.

DIRECTIONS: IMITATE your teacher as he pronounces these LATIN SOUNDS.
1. First, your teacher will pronounce the SOUNDS several times.
2. Then, when he tells you to do so, imitate him.

FRAME 9



FENESTRA — FE-NES-TRA

CASA — CA-SA

JĀNUA — JĀ-NU-A

CLĀVIS — CLĀ-VIS

FRAME 10

EST CLĀVIS IN JĀNUĀ.	EST CLĀ-VIS IN JĀ-NU-Ā
CLĀVIS IN JĀNUĀ VIDĒTUR.	CLA-VIS IN JĀ-NU-Ā VI-DE-TUR.
QUID in jānuā est?	CLĀVIS in jānuā est.
QUID in jānuā vidētur?	CLĀVIS in jānuā vidētur.
UBI est clāvis?	IN JĀNUĀ est clāvis.
UBI clāvis vidētur?	IN JĀNUĀ clāvis vidētur.
ESTNE clāvis in jānuā?	ITA.
VIDĒTURNE clāvis in jānuā?	ITA.

FRAME 11

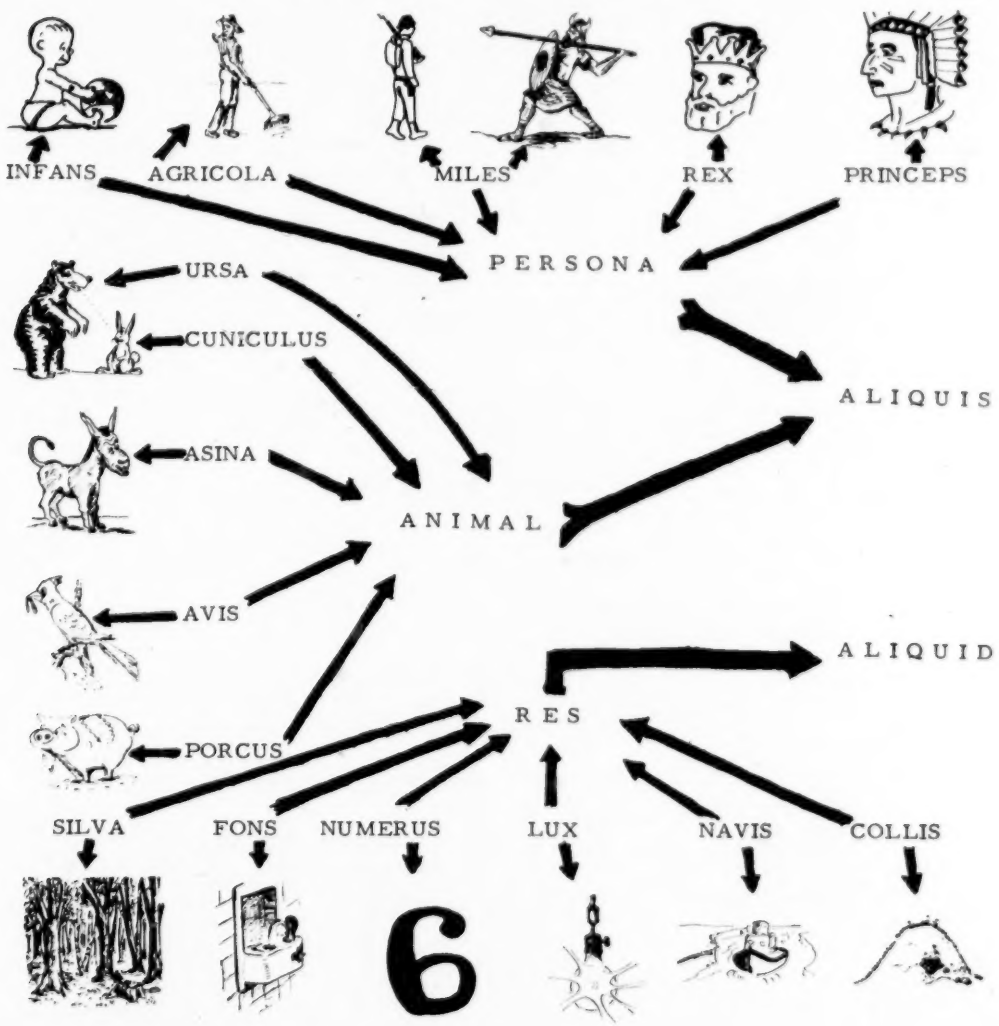
EST FENESTRA IN CASĀ.	EST FE-NES-TRA IN CA-SĀ.
EST JĀNUA IN CASĀ.	EST JĀ-NU-A IN CA-SĀ.
QUID in casā est?	FENESTRA in casā est.
QUID in casā vidētur?	JĀNUA in casa vidētur.
ESTNE fenestra in casā?	ITA.
ESTNE jānua in casā?	ITA.
VIDĒTURNE fenestra in casā?	ITA.
VIDĒTURNE jānua in casā?	ITA.

DO THE WORKBOOK FRAMES---INTRODUCTION.

UNIT I LESSON I FIRST PATTERN PRACTICE

PURPOSE: To learn the Latin Sound Patterns for the following:
1. The SPECIFIC Latin Noun for a TYPE of PERSON, ANIMAL, or THING.
2. The Latin Nouns that name a more general CATEGORY of No. 1.
3. The Latin Nouns that name the most general CATEGORY of No. 1.

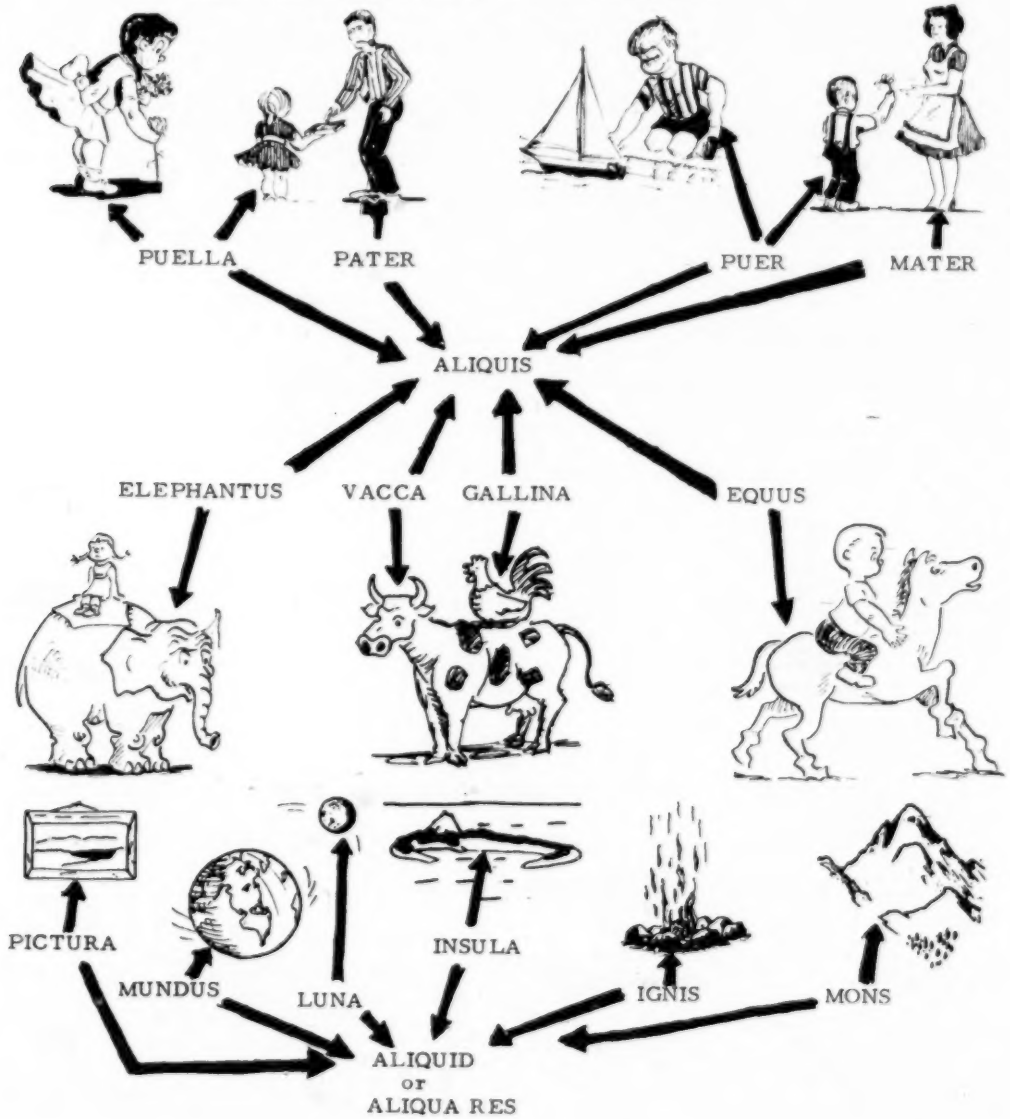
DIRECTIONS: First, your teacher will pronounce each sound pattern. Then, when he tells you to do so, imitate him.



UNIT I LESSON I SECOND PATTERN PRACTICE

PURPOSE: To learn some Latin SOUND PATTERNS that NAME PERSONS, ANIMALS, and THINGS. These WORDS are called NOUNS.

DIRECTIONS: First, your teacher will pronounce each SOUND PATTERN. Then, when he tells you to do so, imitate him.



UNIT I LESSON I GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the FIRST of 5 KERNEL SENTENCE PATTERNS of Latin.

   FIRST KERNEL SENTENCE PATTERN: (This is to be memorized.)

   I. ALIQUIS EST. (alternate form) ALIQUID EST.

2. You will learn new Latin words (vocabulary) by the operation called: SUBSTITUTION.

3. You will learn how to do SUBSTITUTION.

EXPLANATION

A. Look at the kernel sentence: ALIQUIS EST.

   QUESTION: What can you SUBSTITUTE for ALIQUIS?

   ANSWER: You can substitute any PERSON or ANIMAL for ALIQUIS.

   EXAMPLES of SUBSTUTION for ALIQUIS:

I.	II.	III.
PUER EST.	CANIS EST.	PERSONA EST.

B. Look at the kernel sentence: ALIQUID EST.

   QUESTION: What can you SUBSTITUTE for ALIQUID?

   ANSWER: You can substitute any OTHER THING not contained in A above.

   EXAMPLES of SUBSTITUTION for ALIQUID:

I.	II.	III.
CLAVIS EST.	ARBOR EST.	RES EST.

UNIT I LESSON I GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the TECHNICAL NAMES for the parts of the kernel sentence.

   LEARN THESE NAMES: SUBJECT VERB

   QUESTION: What is the SUBJECT in the kernel sentence: ALIQUIS EST?

   ANSWER: ALIQUIS is the SUBJECT of the kernel sentence. ALIQUID is the SUBJECT in the alternate form of this kernel sentence.

   QUESTION: What is the VERB of the kernel sentence: ALIQUIS EST?

   ANSWER: EST is the VERB of this kernel sentence.

2. You will learn to do the operation called EXPANSION.

   QUESTION: What is EXPANSION?

   ANSWER: EXPANSION is the addition of words to the kernel sentence.

EXPLANATION

A. Look at the kernel sentence: ALIQUIS EST. / ALIQUID EST.

   QUESTION: What can be EXPANDED in this kernel sentence?

   ANSWER: Both the SUBJECT and the VERB can be EXPANDED.

   EXAMPLES of EXPANSION of the SUBJECT:

   Take kernel sentence: ALIQUIS EST. / ALIQUID EST.

   STEP ONE: SUBSTITUTE for ALIQUIS: PUER est.

   STEP TWO: EXPAND SUBJECT by a noun: Puer PAULUS est.
   EXPAND SUBJECT by an adjective: Puer PARVUS est.

   STEP ONE: SUBSTITUTE for ALIQUID: CASA est.

   STEP TWO: EXPAND SUBJECT by a noun: Casa RES est.
   EXPAND SUBJECT by an adjective: Casa PARVA est.

B. EXAMPLES of EXPANSION of the VERB:

   STEP ONE: EXPAND VERB by ADVERB: Aliquis NON est.
   EXPAND VERB by PREPOSITIONAL PHRASE: Aliquis IN AQUA est.

UNIT I LESSON I THIRD PATTERN PRACTICE

PURPOSE: To practice SUBSTITUTION for ALIQUIS/ ALIQUID in the first Kernel Sentence Pattern. To GENERATE new sentences.

DIRECTIONS: First, your teacher will pronounce each UTTERANCE. Then, when he tells you to do so, imitate him.

ENGLISH COUNTERPART of the LATIN SENTENCE PATTERN: The ----- is. (IS meaning EXISTS)

PUELLA EST.

PUER EST.

INFANS EST.

ADOLESCENS EST.

VIRGO EST.

MATER EST.

PATER EST.

NAUTA EST.

MILES EST.

PERSONA EST.

CANIS EST.

ELEPHANTUS EST.

ANIMAL EST.

PICTURA EST.

RES EST.

UNIT I LESSON I FOURTH PATTERN PRACTICE

PURPOSE: To practice SUBSTITUTION and EXPANSION. To GENERATE new sentences.

DIRECTIONS: Follow the directions of your teacher.

KERNEL SENTENCE: ALIQUIS EST. / ALIQUID EST.

OPERATION: GENERATE new sentences PATTERNED on the Kernel Sentence as directed below.

STEP ONE: Substitute for ALIQUIS.	STEP TWO: Expand subject by NOUN.	Expand subject by ADJECTIVE
1. INFANS est.	Infans PERSONA est.	Infans PARVUS est.
2. PUER est.	Puer PERSONA est.	Puer PARVUS est.
3. PUELLA est.	Puella PERSONA est.	Puella PARVA est.
4. VACCA est.	Vacca ANIMAL est.	Vacca MAGNA est.
4. HIRCUS est.	Hircus ANIMAL est.	Hircus MAGNUS est.
6. ANIMAL est.	Animal CANIS est.	Animal MAGNUM est.
7. MILES est.	Miles MARCUS est.	Miles FORTIS est.
8. NAUTA est.	Nauta ALBERTUS est.	Nauta FORTIS est.

STEP ONE: Substitute for ALIQUID.	STEP TWO: Expand subject by NOUN.	Expand subject by ADJECTIVE
1. PICTURA est.	Pictura RES est.	Pictura PARVA est.
2. FENESTRA est.	Fenestra RES est.	Fenestra PULCHRA est.
3. ARBOR est.	Arbor RES est.	Arbor ALTUS est.
4. CASA est.	Casa RES est.	Casa PULCHRA est.
5. JANUA est.	Janua RES est.	Janua ALTA est.
6. RES est.	Res CLAVIS est.	Res PARVA est.

STEP ONE: Substitute for EST.	STEP TWO: Expand verb by ADVERB.	Expand verb by PREPOSITIONAL PHRASE
1. Aliquis VIDETUR.	Aliquis NON videtur.	Aliquis IN AQUA videtur.
2. Aliquis VIDETUR.	Aliquis CERTE videtur.	Aliquis IN VACCA videtur
3. Aliquid VIDETUR.	Aliquid IBI videtur.	Aliquid IN JANUA videtur.
4. Aliquid VIDETUR.	Aliquid NUNC videtur.	Aliquid IN VIA videtur.

UNIT I LESSON I GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the following Latin QUESTION SIGNALS and the EXPECTED ANSWER.

QUESTION SIGNAL	EXPECTED ANSWER
1. QUIS?	PERSON or ANIMAL
2. QUID?	THING
3. QUAE RES?	THING
4. NONNE?	YES
5. NUM?	NO
6. -NE?	YES or NO
7. UBI?	IN A PLACE
8. QUANDO?	AT A TIME
9. QUANTUS?	description in SIZE
10. QUANTA?	description in SIZE
11. QUANTUM?	description in SIZE
12. QUALIS?	description in QUALITY
13. QUALE?	description in QUALITY

UNIT I LESSON I

PURPOSE: To learn how to use some Latin QUESTION SIGNALS .

DIRECTIONS: First, look at each picture. Then, after your teacher asks the questions (QUAESITA) about the picture, you are to give the answers (RESPONSA) as he directs.

FRAME 12

QUAESITA	RESPONSA
1. QUIS est?	PUER est.
2. EstNE puer?	EST.
3. NUM est puella?	NON.
4. QUANTUS puer est?	PARVUS puer est.
5. QUALIS puer est?	FORTIS puer est.

FRAME 13

1. QUIS est?	PUER est.
2. UBI puer est?	IN PICTURA puer est.
3. QUANDO puer in pictura est?	NUNC puer in pictura est.
4. EstNE puer in pictura?	Puer in pictura EST.
5. NUM puella in pictura est?	Puella in pictura NON est.
6. QUANTUS est puer?	PARVUS puer est.
7. QUANTA pictura est?	PARVA pictura est.
8. QUALIS puer est?	FORTIS puer est.
9. QUALIS pictura est?	PULCHRA pictura est.

FRAME 14

1. QUID est?	SILVA est.
2. UBI silva est?	IN PICTURA silva est.
3. QUANTA silva est?	PARVA silva est.
4. QUALIS silva est?	PULCHRA silva est.
5. QUANDO silva in pictura est?	Silva in pictura NUNC est.
6. EstNE silva in pictura?	Silva in pictura EST.

FRAME 15

1. QUIS est?	ANIMAL est.
2. EstNE canis animal?	Canis animal EST.
3. NUM persona est?	Persona NON est.
4. QUALE animal est?	PULCHRUM animal est.
5. QUANTUM animal est?	MAGNUM animal est.

UNIT I LESSON I GRAMMAR

WHAT YOU WILL LEARN

1. You will learn to EXPAND the SUBJECT of the first kernel sentence by a DEMONSTRATIVE ADJECTIVE.

2. You will learn this technical term: DEMONSTRATIVE ADJECTIVE.

3. You will learn to use and recognize some of the forms of a Latin DEMONSTRATIVE ADJECTIVE.

EXPLANATION

QUESTION: What is a DEMONSTRATIVE ADJECTIVE?

ANSWER: A demonstrative adjective is a POINTING ADJECTIVE.

QUESTION: Can you give an English example of a demonstrative adjective?

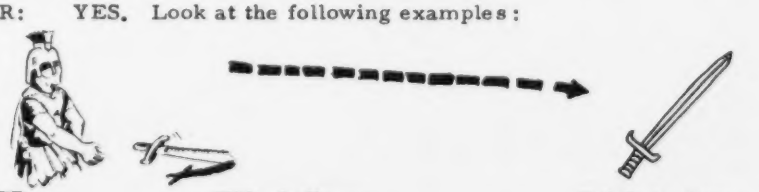
ANSWER: YES. EXAMPLES: THIS boy-- THAT boy--

QUESTION: Is there a DIFFERENCE in MEANING between this and that?

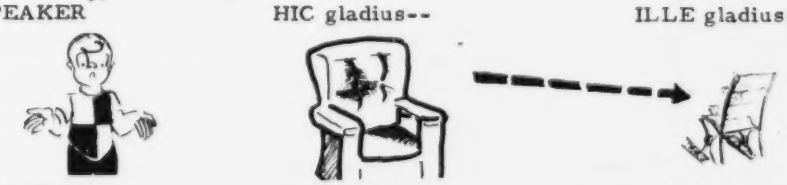
ANSWER: YES there is. THIS points at an object NEAR the speaker. THAT points at an object away from the speaker

QUESTION: Does Latin also make this same DISTINCTION?

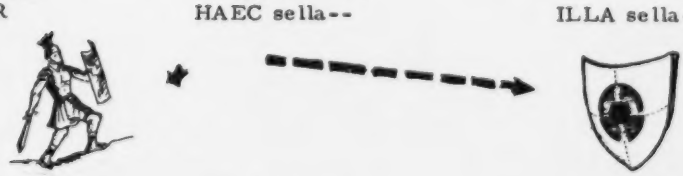
ANSWER: YES. Look at the following examples:



SPEAKER HIC gladius-- ILLE gladius--



SPEAKER HAEC sella-- ILLA sella--



SPEAKER HOC scutum-- ILLUD scutum--

UNIT I LESSON I FIFTH PATTERN PRACTICE

PURPOSE: To EXPAND the SUBJECT of a sentence by a DEMONSTRATIVE ADJECTIVE

DIRECTIONS: First, your teacher will pronounce each utterance.
Then, when he tells you to do so, imitate him.

ENGLISH COUNTERPART of the
LATIN SENTENCE PATTERN: This is a -----. or This is the -----.

HAEC EST PICTURA.
HAEC PICTURA EST.

HAEC SILVA EST.
HAEC EST SILVA.

HAEC EST VIA.
HAEC VIA EST.

HAEC EST MENSA.
HAEC MENSA EST.

HIC LIBER EST.
HIC EST LIBER.

HAEC EPISTULA EST.
HAEC EST EPISTULA.

HOC EST SCUTUM.
HOC SCUTUM EST.

HAEC EST HASTA.
HAEC HASTA EST.

HAEC SAGITTA EST.
HAEC EST SAGITTA.

HIC MONS EST.
HIC EST MONS.

HIC COLLIS EST.
HIC EST COLLIS.

HAEC LUNA EST.
HAEC EST LUNA.

HIC EST SOL.
HIC SOL EST.

HIC MUNDUS EST.
HIC EST MUNDUS.

HAEC EST INSULA.
HAEC INSULA EST.

UNIT I LESSON I FRAMES 16-27

PURPOSE: To use PICTURES to generate new sentences. Also, to generate QUAESITA and RESPONSA about the pictures.

FIRST KERNEL SENTENCE: Aliquis est. / Aliquid est.

STEP ONE: SUBSTITUTE for aliquis/aliquid: AMPULLA est.

STEP TWO: EXPAND subject by a demonstrative adjective: HAEC ampulla est.

DIRECTIONS: Follow the directions of your teacher.

	QUAESITA	RESPONSA
FRAME 16	1. ESTne haec gallina? 2. QUIS est haec? 3. ESTne gallina?	ITA. GALLINA est. EST gallina.

HAEC EST GALLINA.

FRAME 17	1. ESTne gallus? 2. ESTne hic gallus? 3. QUIS est hic? 4. ESTne gallina?	EST gallus. ITA. GALLUS est. NON.

HIC EST GALLUS.

FRAME 18	1. QUID est hoc? 2. ESTne hoc horologium? 3. ESTne horologium?	HOROLOGIUM est. ITA. EST horologium.

HOC EST HOROLOGIUM.

FRAME 19

HAEC SELLA EST.

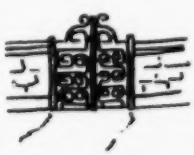
QUAESITA	RESPONSA
1. QUAE RES est haec?	SELLA est.
2. QUID est?	SELLA est.
3. ESTne haec res sella?	ITA.
4. ESTne res sella?	ITA.
5. ESTne res horologium?	NON.

FRAME 20

HIC ELEPHANTUS EST.

1. QUIS est?	ELEPHANTUS est.
2. ESTne elephantus?	ITA.
3. ESTne gallus?	NON.
4. QUIS est hoc animal?	ELEPHANTUS est hoc anima
5. ESTne hoc animal gallus?	NON.

FRAME 21



HAEC PORTA EST.

1. QUID est?	PORTA est.
2. ESTne haec res porta?	ITA.
3. ESTne haec res sella?	NON.

FRAME 22

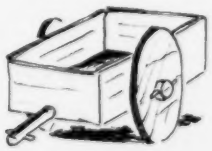
HIC EST FONS.

1. ESTne haec res fons?	ITA.
2. ESTne fons?	ITA.
3. ESTne res fons?	ITA.
4. ESTne horologium?	NON.

FRAME 23

HIC MILES EST.

1. QUIS est?	MILES est.
2. QUIS est haec persona?	MILES est haec persona.
3. QUIS est miles?	HAEC PERSONA est miles.
4. ESTne haec persona miles?	EST.

	QUAESITA	RESPONSA
FRAME 24		
	1. QUID est?	TUBA est.
	2. ESTne haec res tuba?	EST.
	3. ESTne haec res fons?	NON EST.
	4. ESTne res tuba?	ITA.
	5. ESTne tuba res?	ITA.
HAEC EST TUBA.		
FRAME 25		
	1. QUID est?	SIGNUM est.
	2. ESTne horologium?	NON.
	3. ESTne sella?	NON.
	4. ESTne animal?	NON.
	5. ESTne res?	ITA.
HOC SIGNUM EST.		
FRAME 26		
	1. QUID est?	COLLIS est.
	2. ESTne haec res collis?	ITA.
	3. ESTne hic collis?	EST.
	4. ESTne collis signum?	NON.
	5. ESTne collis res?	ITA.
HIC EST COLLIS.		
FRAME 27		
	1. QUID est?	CARRUS est.
	2. ESTne carrus res?	ITA.
	3. ESTne carrus animal?	NON EST.
	4. ESTne carrus porta?	NON EST porta.
HIC CARRUS EST.		

RECOGNITIO

PURPOSE: To deepen our knowledge of what we have learned.

DIRECTIONS: First, your teacher will read the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 28

QUIS ES?

" EGO PUELLA SUM.
NOMEN MEUM EST MARIA.
EGO SUM ETIAM DISCIPULA.
EGO IN CASA HABITO. "

FRAME 29

QUIS ES TU?

" EGO ETIAM SUM PUELLA.
NOMEN MEUM EST BARBARA.
EGO SUM ETIAM DISCIPULA.
EGO ETIAM IN CASA HABITO. "

FRAME 30

TU, AUTEM, QUIS ES?

" EGO, AUTEM, PUER SUM.
NOMEN MEUM EST MARCUS.
EGO ETIAM SUM DISCIPULUS.
EGO IN CASA ETIAM HABITO. "

FRAME 31

MARCUS: " QUOMODO hoc animal nominatur? "

MARIA: " Hoc animal CANIS nominatur. "

BARBARA: " QUOMODO hic canis vocatur? "

MARIA: " Hic canis RUFUS vocatur. "

MARCUS: " CURRITne Rufus CELERITER? "

MARIA: " Rufus valde celeriter currit. "

MARCUS: " AMBULATne Rufus bene? "

MARIA: " O, ita. Rufus etiam bene ambulat. "

DO THE WORKBOOK FRAMES---CHAPTER I.

UNIT I LESSON II GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the SECOND of the 5 KERNEL SENTENCE PATTERNS of Latin.

   SECOND KERNEL SENTENCE PATTERN: (This is to be memorized.)

   II. ALIQUIS EST ALIQUIS. (alternate form) ALIQUID EST ALIQUID.

2. You will learn what part of the sentence is the PREDICATE.

EXPLANATION

A. Look at the kernel sentence: ALIQUIS EST ALIQUIS. / ALIQUID EST ALIQUID.

   QUESTION: What is the UNDERLINED part of the sentence called?

   ANSWER: The UNDERLINED part of the sentence is called the PREDICATE.

   QUESTION: What does the predicate do in the sentence?

   ANSWER: The predicate DESCRIBES the subject of the sentence.

   QUESTION: What does the verb EST do in the sentence?

   ANSWER: The verb EST joins the subject and predicate. EST in this kind of sentence is therefore called a LINKING VERB.

   QUESTION: Can I do the same kind of substitution in the predicate as was done for ALIQUIS/ALIQUID in the subject ?

   ANSWER: YES, the substitution in the predicate for ALIQUIS/ALIQUID will be the very same kind of operation that substitution for ALIQUIS/ALIQUID is in the subject.

EXAMPLES of SUBSTITUTION for ALIQUIS/ALIQUID in the PREDICATE:

I. Aliquis est PUELLA.

II. Aliquis est PUER.

III. Aliquis est VACCA.

IV. Aliquid est LIBER.

V. Aliquid est SELLA.

VI. Aliquid est HOROLOGIUM.

UNIT I LESSON II SIXTH PATTERN PRACTICE

PURPOSE: To generate new sentences by substitution in BOTH the SUBJECT and PREDICATE of the second kernel sentence pattern.

SECOND KERNEL SENTENCE: Aliquis est aliquis. / Aliquid est aliquid.

DIRECTIONS: First, your teacher will pronounce each UTTERANCE. Then, when he tells you to do so, imitate him.

INFANS EST PERSONA.

PUER EST PERSONA.

PATER EST PERSONA.

PUELLA EST PERSONA.

MATER EST PERSONA.

CANIS NON EST PERSONA.

CANIS EST ANIMAL.

ELEPHANTUS EST ANIMAL.

ANIMAL NON EST PERSONA.

CLAVIS EST RES.

JANUA EST RES.

CASA EST RES.

RES NON EST ANIMAL.

RES NON EST PERSONA.

PERSONA NON EST ANIMAL.

UNIT I LESSON II GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the TECHNICAL NAMES for two types of predicate.

   LEARN THESE NAMES: PREDICATE NOUN PREDICATE ADJECTIVE

2. You will learn how to do the operation called REPLACEMENT.

EXPLANATION

A. Look at the kernel sentence: ALIQUIS EST ALIQUIS./ALIQUID EST ALIQUID.

QUESTION: In the above kernel sentence, ALIQUIS/ALIQUID stand for a Predicate Noun, is that correct?

ANSWER: Yes, that is correct.

QUESTION: How, then, do we generate a sentence with a Predicate Adjective?

ANSWER: FOLLOW THESE STEPS:

STEP ONE: REPLACE aliquis/ aliquid with an adjective equivalent.

THUS: (Replacement with an adjective of quantity.)

a. Aliquis est ALIQUANTUS. (masculine form of adj.)
b. Aliquis est ALIQUANTA. (feminine form of adj.)
c. Aliquid est ALIQUANTUM. (neuter form of adj.)

OR: (Replacement with an adjective of quality.)

a. Aliquis est ALIQUALIS. (masculine and feminine form of adj.)
b. Aliquid est ALIQUALE. (neuter form of adj.)

STEP TWO: SUBSTITUTE any adjective of quantity for the general adjective of quantity.

EXAMPLES:
1. Aliquis est MAGNUS. (masculine)
2. Aliquis est PARVA. (feminine)
3. Aliquid est LATUM. (neuter)

OR: SUBSTITUTE any adjective of quality for the general adjective of quality.

EXAMPLES:
1. Aliquis est FORTIS. (masculine)
2. Aliquis est SUAVIS. (feminine)
3. Aliquid est GRAVE. (neuter)

UNIT I LESSON II SEVENTH PATTERN PRACTICE

PURPOSE: To use pictures IN CONTRAST to generate sentences using some Latin adjectives.

DIRECTIONS: First, your teacher will pronounce each utterance. Then, when he tells you to do so, imitate him.

OPERATION: REPLACEMENT with a PREDICATE ADJECTIVE.

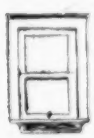
HIC LIBER EST MAGNUS.
HIC LIBER MAGNUS EST.

HIC LIBER EST PARVUS.
HIC LIBER PARVUS EST.

HIC LIBER EST APERTUS.
HIC LIBER APERTUS EST.

HAEC JANUA EST APERTA.
HAEC JANUA APERTA EST.

HAEC JANUA EST CLAUSA.
HAEC JANUA CLAUSA EST.



HAEC FENESTRA EST CLAUSA.
HAEC FENESTRA CLAUSA EST.

HOC ANIMAL EST PARVUM.
HOC ANIMAL PARVUM EST.

HOC ANIMAL MAGNUM EST.
HOC ANIMAL EST MAGNUM.

HOC SCUTUM PULCHRUM EST.
HOC SCUTUM EST PULCHRUM.

UNIT I LESSON II GRAMMAR

PURPOSE: To generate new sentences by REPLACEMENT and then SUBSTITUTION in the Predicate.

DIRECTIONS: Follow the directions of your teacher.

KERNEL SENTENCE: Aliquis est ALIQUIS. / Aliquid est ALIQUID.

OPERATION: GENERATE new sentences patterned on a REPLACEMENT in the Predicate of the Kernel Sentence as directed below.

STEP ONE: REPLACEMENT of Predicate Noun by a Predicate Adjective of QUANTITY.

a. Aliquis est ALIQUANTUS. (masculine form of adjective)
b. Aliquis est ALIQUANTA. (feminine form of adjective)
c. Aliquid est ALIQUANTUM. (neuter form of adjective)

STEP TWO: → SUBSTITUTE FOR--

A. ALIQUANTUS	B. ALIQUANTA	C. ALIQUANTUM
1. Aliquis est MAGNUS.	Aliquis est MAGNA.	Aliquid est MAGNUM.
2. Aliquis est PARVUS.	Aliquis est PARVA.	Aliquid est PARVUM.
3. Aliquis est ALTUS.	Aliquis est ALTA.	Aliquid est ALTUM.
4. Aliquis est LATUS.	Aliquis est LATA.	Aliquid est LATUM.
5. Aliquis est LONGUS.	Aliquis est LONGA.	Aliquid est LONGUM.
6. Aliquis est BREVIS	Aliquis est BREVIS	Aliquid est BREVE.
7. Aliquis est LEVIS.	Aliquis est LEVIS.	Aliquid est LEVE.

OPERATION: GENERATE new sentences patterned on a REPLACEMENT in the Predicate of the Kernel Sentence as directed below.

STEP ONE: REPLACEMENT of Predicate Noun by a Predicate Adjective of QUALITY.

a. Aliquis est ALIQUALIS. (masculine form of adjective)
b. Aliquis est ALIQUALIS. (feminine form of adjective)
c. Aliquid est ALIQUALE. (neuter form of adjective)

STEP TWO: → SUBSTITUTE FOR--

A. ALIQUALIS (M.)	B. ALIQUALIS (F.)	C. ALIQUALE
1. Aliquis est PULCHER.	Aliquis est PULCHRA.	Aliquid est PULCHRUM.
2. Aliquis est BONUS.	Aliquis est BONA.	Aliquid est BONUM.
3. Aliquis est FORTIS.	Aliquis est FORTIS.	Aliquid est FORTE.
4. Aliquis est TUTUS.	Aliquis est TUTA.	Aliquid est TUTUM.

UNIT I LESSON II GRAMMAR

WHAT YOU WILL LEARN

A. You will learn the following Latin words:

1. UT The Latin word UT has the equivalent English meaning "as".

2. These two words SIGNAL DIRECTION: SUPRA (direction)

(direction) INFRA

3. QUESTION SIGNAL	EXPECTED ANSWER
a. QUOMODO?	IN A MANNER
b. QUID AGIT?	ACTION

FRAMES 32-43 (beginning next page)

PURPOSE: To use pictures to generate new sentences. Also, to generate QUAESITA and RESPONSA about the pictures.

SECOND KERNEL SENTENCE: Aliquis est aliquis. / Aliquid est aliquid.

STEP ONE: REPLACEMENT of predicate noun by predicate adjective of QUANTITY:

Aliquis est ALIQUANTUS. / Aliquid est ALIQUANTUM.
Aliquis est ALIQUANTA. /

STEP TWO: SUBSTITUTE a SPECIFIC adjective of quantity for the GENERAL adjective of quantity:

Aliquis est MAGNUS. / Aliquid est MAGNUM.
Aliquis est MAGNA. /

SUBSTITUTE for aliquis/ aliquid:

PUER est magnus. / SCUTUM est magnum.
PUELLA est magna. /

STEP THREE: EXPAND subject with a demonstrative adjective:

HIC puer est magnus. / HOC scutum est magnum.
HAEC puella est magna. /

DIRECTIONS: Follow the directions of your teacher.

LATIN SENTENCE PATTERN: Haec ampulla MAGNA est.

ENGLISH COUNTERPART: This jug is LARGE.

LATIN SENTENCE PATTERN: Haec ampulla PARVA est.

ENGLISH COUNTERPART: This jug is SMALL.

FRAME 32

HIC ELEPHANTUS MAGNUS EST.

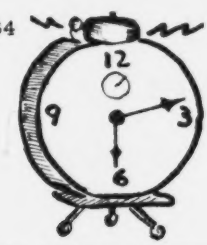
QUAESITA	RESPONSA
1. QUIS est?	ELEPHANTUS est.
2. QUIS magnus est?	ELEPHANTUS magnus est.
3. ESTne elephantus magnus?	EST magnus.
4. ESTne hoc animal magnum?	EST.

FRAME 33

HIC ELEPHANTUS PARVUS EST.

QUAESITA	RESPONSA
1. QUANTUS est hic elephantus?	PARVUS est.
2. ESTne hic elephantus magnus ut ille elephantus supra?	Hic elephantus NON ita magnus EST.

FRAME 34



HOC HOROLOGIUM MAGNUM EST.

QUAESITA	RESPONSA
1. ESTne hoc horologium magnum?	EST magnum.
2. QUANTUM est hoc horologium?	MAGNUM est.
3. ESTne haec res magna?	ITA.

FRAME 35

HOC HOROLOGIUM EST PARVUM.

QUAESITA	RESPONSA
1. QUANTUM est hoc horologium?	PARVUM est.
2. ESTne hoc horologium magnum ut illud horologium supra?	Hoc horologium NON ita magnum EST.

FRAME 36

HAEC GALLINA EST MAGNA.

FRAME 37

HAEC GALLINA PARVA EST.

FRAME 38

HAEC TUBA MAGNA EST.

FRAME 39

HAEC TUBA PARVA EST.

QUAESITA	RESPONSA
1. QUIS est magna?	GALLINA est magna ITA.
2. ESTne haec gallina magna?	
3. ESTne hoc animal gallina?	ITA.
4. ESTne gallina magna ut elephantus?	NON ita magna est.
1. QUANTA est haec gallina?	PARVA est.
2. ESTne haec gallina magna ut illa gallina supra?	Haec gallina NON ita magna EST.
1. ESTne haec magna tuba?	EST magna tuba.
2. QUANTA RES est haec tuba?	MAGNA RES est.
3. ESTne haec res tuba?	EST tuba.
1. QUANTA RES est haec tuba?	PARVA RES est.
2. ESTne haec tuba magna ut illa tuba supra?	Haec tuba NON ita magna est.

	QUAESITA	RESPONSA
FRAME 40		
	1. QUANTA est haec sella?	PARVA est.
	2. ESTne haec sella PARVA AN MAGNA?	PARVA EST.
HAEC SELLA PARVA EST.		
FRAME 41		
	1. ESTne haec sella PARVA AN MAGNA?	MAGNA EST.
	2. ESTne haec sella parva ut illa sella supra?	Haec sella NON ita parva EST.
HAEC SELLA MAGNA EST.		
FRAME 42		
	1. QUANTUM est hoc animal?	MAGNUM est hoc animal.
	2. QUANTUS GALLUS est hic?	MAGNUS GALLUS est.
	3. ESTne hic gallus parvus ut ille gallus infra?	Hic gallus NON ita parvus EST.
HIC GALLUS EST MAGNUS.		
FRAME 43		
	1. QUANTUM est hoc animal?	PARVUM est hoc animal.
	2. QUANTUS est hic gallus?	PARVUS est.
	3. ESTne hic gallus magnus ut ille gallus supra?	Hic gallus NON ita magnus EST.
HIC GALLUS PARVUS EST.		

RECOGNITIO

PURPOSE: To deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 44

QUIS ES?

" EGO GALLINA SUM.
NOMEN MEUM EST MARTHA.
EGO IN PRAEDIO HABITO.
GALLUS EST MEUS MARITUS. "

FRAME 45

QUIS ES TU?

" EGO GALLUS SUM.
NOMEN MEUM EST ROBERTUS.
EGO ETIAM IN PRAEDIO HABITO.
GALLINA EST MEA UXOR.
EGO PRIMA LUCE CANO."

FRAME 46

TU, AUTEM, QUIS ES?

" EGO, AUTEM, ELEPHANTUS SUM.
NOMEN MEUM EST ALBERTUS.
EGO SUM ANIMAL.
EGO IN AFRICA HABITO.
UXOR MEA EST ELEPHANTA. "

FRAME 47

MARIA: " ESTne haec tuba tua, Marce? "

MARCUS: " ITA. Haec tuba mea est, Maria. "

MARIA: " QUIS tibi illam tubam dedit? "

MARCUS: " Pater meus mihi illam tubam dedit. "

BARBARA: " Tua tuba pulchra esse videtur, Marce. "

MARCUS: " Gratias tibi ago, Barbara. "

BARBARA: " Marce, POTESne illā tubā canere? "

MARCUS: " Ita, Barbara. POSSUM tubā canere. "

DO THE WORKBOOK FRAMES---CHAPTER II.

UNIT I LESSON III EIGHTH PATTERN PRACTICE

PURPOSE: To learn the THIRD KERNEL SENTENCE PATTERN of Latin.

THIRD KERNEL SENTENCE PATTERN: ALIQUIS AMBULAT.

STEP ONE: SUBSTITUTE for aliquis: PUER ambulat.

STEP TWO: EXPAND the verb with a PREPOSITIONAL PHRASE:

Puer CUM LIBRO ambulat.

DIRECTIONS: Follow the directions of your teacher.

PUER AMBULAT.

EQUUS AMBULAT.

VENATOR AMBULAT.

PUER CUM EQUUŌ AMBULAT.

PUER CUM LIBRŌ AMBULAT.

PUER CUM AMPULLĀ AMBULAT.

MILES AMBULAT.

MATER AMBULAT.

MATER CUM PUERŌ AMBULAT.

UNIT I LESSON III FRAMES 48-59

PURPOSE: To use pictures to generate new sentences through which you can learn new Latin ACTION WORDS (VERBS) .

THIRD KERNEL SENTENCE: ALIQUIS AMBULAT.

STEP ONE: SUBSTITUTE for aliquis: PUER ...

STEP TWO: SUBSTITUTE for verb: PUER NATAT.

DIRECTIONS: Follow the directions of your teacher.

FRAME 48

PUER AMBULAT.

QUAESITA	RESPONSA
1. QUID AGIT puer?	AMBULAT.
2. AMBULATne puer?	ITA.
3. QUIS ambulat?	PUER.
4. ESTne puer persona?	ITA.
5. QUANTUS est puer?	PARVUS est.

FRAME 49

PUELLA LACRIMAT.

1. QUID AGIT puella?	LACRIMAT.
2. LACRIMATne puella?	ITA.
3. AMBULATne haec puella?	NON AMBULAT.
5. ESTne haec puella PARVA AN MAGNA?	PARVA EST.

FRAME 50

CANIS CURRIT.

1. QUID canis AGIT?	CURRIT canis.
2. CURRITne celeriter?	ITA.
3. ESTne canis animal?	ITA.
4. ESTne hic canis celer?	EST CELER.
5. QUIS celeriter currit?	CANIS celeriter currit.

FRAME 51

REGINA SEDET.

1. QUIS sedet?	REGINA.
2. QUID AGIT regina?	SEDET.
3. ESTne regina persona?	ITA.
4. SEDETne regina?	SEDET.

	QUAESITA	RESPONSA
FRAME 52		
	1. QUIS currit?	PUER currit.
	2. QUID AGIT puer?	CURRIT.
	3. CURRITne celeriter?	ITA.
	4. CURRITne puer celeriter ut canis?	FORTASSE.
PUER CURRIT.		
FRAME 53		
	1. QUID AGIT puella?	LOQUITUR puella.
	2. QUIS loquitur?	PUELLA.
	3. ESTne puella persona?	ITA.
PUELLA LOQUITUR.		
FRAME 54		
	1. QUIS sedet?	CANIS.
	2. QUID canis AGIT?	SEDET.
	3. ESTne canis persona?	NON.
CANIS SEDET.		
FRAME 55		
	1. QUID AGIT hic puer?	STAT.
	2. AMBULATne hic puer?	NON AMBULAT.
	3. CURRITne hic puer?	NON .
	4. ESTne puer vir?	NON JAM.
PUER STAT.		

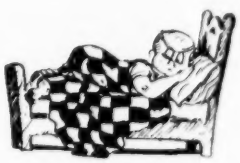
	QUAESITA	RESPONSA
FRAME 56		
PISCATOR STAT.	1. QUID AGIT piscator? 2. ESTne piscator puer? 3. ESTne piscator vir? 4. SEDETne hic piscator?	STAT. NON. EST VIR. NON SEDET.
FRAME 57		
PUELLA CANTAT.	1. QUIS cantat? 2. QUID AGIT puella? 3. STATne puella? 4. ESTne haec puella MAGNA AN PARVA?	PUELLA. CANTAT. FORTASSE. EST MAGNA.
FRAME 58		
AVIS VOLITAT.	1. QUID agit avis? 2. VOLITATne avis celeriter? 3. ESTne avis MAGNA AN PARVA?	VOLITAT. FORTASSE. MAGNA EST avis
FRAME 59		
PISCIS NATAT.	1. QUIS natat? 2. NATATne piscis? 3. VOLITATNE piscis?	PISCIS. ITA. NON.

RECOGNITIO

PURPOSE: To deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 60



QUID AGIS?

" EGO DORMIO.
IN LECTO MEO NUNC DORMIO.
NOMEN MEUM EST PETRUS.
EGO PER TOTAM NOCTEM BENE
DORMIO. "

FRAME 61

QUID AGIS TU?

" EGO RIDEO.
EGO SAEPE RIDEO.
PROPTER HILARITATEM NUNC RIDEO.
NOMEN MEUM EST PAULUS. "

FRAME 62

TU, AUTEM, QUID AGIS?

" EGO, AUTEM, LUDO.
EGO SUM INFANS.
PAULUS EST FRATER MEUS.
EGO NUNC PILĀ LUDO."

FRAME 63

BARBARA: " QUID AGIT ille puer, Marce? "

MARCUS: " Ille puer nunc EQUITAT, Barbara. "

MARIA: " QUAM PULCHER est equus! "

MARCUS: " Ille equus est satis pulcher, sed non est valde pulcher. "

BARBARA: " ESTne DIFFICILE equitare? "

MARIA: " NON VIDETUR ESSE tam difficile. "

BARBARA: " Marce, POTESne tu equitare? "

MARCUS: " NON JAM. "

DO THE WORKBOOK FRAMES---CHAPTER III.

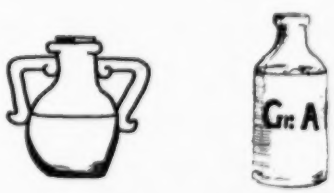
UNIT I LESSON IV NINTH PATTERN PRACTICE

PURPOSE: To learn to recognize some PLURAL FORMS of nouns and adjectives.
To deepen our knowledge of CONTRAST and SAMENESS through the use of pictures.

DIRECTIONS: First, your teacher will pronounce each utterance.
Then, when he tells you to do so, imitate him.

ENGLISH COUNTERPART of the LATIN SENTENCE PATTERN:
(positive) These ------ are alike.
(negative) These ------ are unlike.

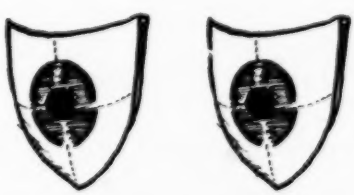
HAE TUBAE SUNT SIMILES.
SIMILES SUNT HAE TUBAE.



HAE AMPULLAE SUNT DISSIMILES.
DISSIMILES SUNT HAE AMPULLAE.

HI GALLI SUNT SIMILES.
SIMILES SUNT HI GALLI.

HI PUERI SIMILES NON SUNT.
HI PUERI DISSIMILES SUNT.



HAEC SCUTA SIMILIA SUNT.
SIMILIA SUNT HAEC SCUTA.

HAEC ANIMALIA SIMILIA NON SUNT.
HAEC ANIMALIA DISSIMILIA SUNT.

UNIT I LESSON IV FRAMES 64-71

PURPOSE: To use pictures to generate new sentences through which more plural forms of some nouns and adjectives can be learned.
Also, to deepen our knowledge of contrast and sameness through the use of pictures.

WHAT YOU WILL LEARN GRAMMAR

1. You will learn three technical terms: SINGULAR PLURAL TRANSFORMATION

2. You will learn how to do TRANSFORMATION.

EXPLANATION

QUESTION: What does SINGULAR mean?

ANSWER: Singular means ONE. Examples: (one) boy, (one) thing.

QUESTION: What does PLURAL mean?

ANSWER: Plural means TWO or MORE. Examples: (two) things, (five) things.

QUESTION: What is TRANSFORMATION?

ANSWER: TRANSFORMATION is the operation of CHANGING the FORM of a word, as from singular TO plural.

EXAMPLES of TRANSFORMATION:

Second Kernel Sentence: (M, F) Aliquis est aliquis. / Aliquid est aliquid. (N)

Transformation to plural: (M) Aliqui sunt aliqui. / Aliquae sunt aliquae. (N)
(F) Aliquae sunt aliquae. /

OPERATION FOR FRAMES 64-71:

TAKE SECOND KERNEL SENTENCE:
in the TRANSFORMED state: ALIQUI SUNT ALIQUI. / ALIQUAE SUNT ALIQUAE.
ALIQUAE SUNT ALIQUAE. /

STEP ONE: REPLACE the predicate noun aliqui/aliquae by a predicate adjective of QUALITY: aliquae/
(M) Aliqui sunt ALIQUALES. / Aliquae sunt ALIQUALIA. (N)
(F) Aliquae sunt ALIQUALES. /

STEP TWO: SUBSTITUTE for subject: PUERI sunt aliquales. / SCUTA sunt aliqualia.
AMPULLAE sunt aliquales. /

SUBSTITUTE a specific adjective of quality for the general adjective of quality:
(M) Pueri sunt SIMILES. / Scuta sunt SIMILIA. (N)
(F) Ampullae sunt SIMILES. /

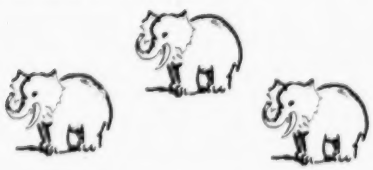
STEP THREE: EXPAND subject with a demonstrative adjective:
(M) HI pueri sunt similes. / HAEC scuta sunt similia. (N)
(F) HAE ampullae sunt similes. /

DIRECTIONS: Follow the directions of your teacher.

LATIN SENTENCE PATTERN: HAE ampullAE SUNT SIMILES.

ENGLISH COUNTERPART: THESE jugS ARE ALIKE.

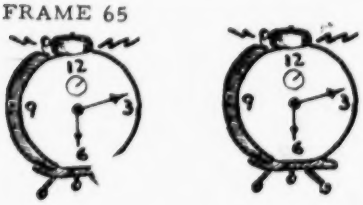
FRAME 64



HI ELEPHANTI SUNT SIMILES.

QUAESITA	RESPONSA
1. QUI similes sunt?	HI ELEPHANTI.
2. SUNTne hi elephanti?	SUNT.
3. SUNTne hi elephanti similes?	SUNT.
4. SUNTne elephanti animalia?	SUNT.

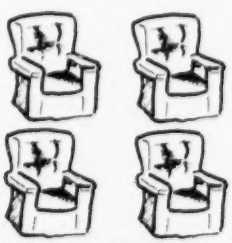
FRAME 65



HAEC HOROLOGIA SUNT SIMILIA.

1. QUAE sunt similia?	HAEC HOROLOGIA
2. SUNTne haec horologia similia?	SUNT.

FRAME 66



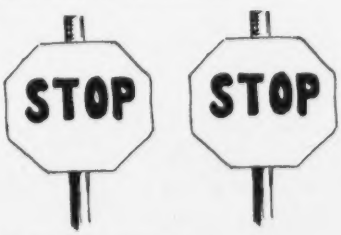
HAE SELLAE SUNT SIMILES.

1. QUAE sunt similes?	HAE SELLAE.
2. SUNTne hae sellae similes?	SUNT SIMILES.

FRAME 67

HI MILITES NON SUNT SIMILES.

1. QUI non sunt similes?	HI MILITES.
2. SUNTne hi milites similes?	SUNT DISSIMILES.
3. SUNTne hi milites?	SUNT MILITES.

	QUAESITA	RESPONSA
FRAME 68		
	1. SUNTne hi colles similes?	SUNT SIMILES.
	2. QUI similes sunt?	HI COLLES.
	3. SUNTne colles in hac pictura similes?	Colles in hac pictura similes SUNT.
HI COLLES SUNT SIMILES.		
FRAME 69		
	1. SUNTne hae aves similes?	SUNT SIMILES.
	2. QUAE similes sunt?	HAE AVES.
HAE AVES SUNT SIMILES.		
FRAME 70		
	1. QUI sunt in hac pictura?	CANES.
	2. SUNTne hi canes similes?	NON.
	3. QUALES sunt canes in hac pictura.	DISSIMILES sunt canes in hac pictura.
HI CANES NON SUNT SIMILES.		
FRAME 71		
	1. QUAE sunt similia?	HAEC SIGNA sunt similia.
	2. SUNTne haec signa similia?	SUNT similia.
	3. SUNTne haec res signa?	SUNT signa.
HAEC SIGNA SUNT SIMILIA.		

RECOGNITIO

PURPOSE: To deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 72

CUI SIMILIS ES?

" EGO SUM ASINUS.
EGO EQUO SIMILI SUM.
EQUUS, AUTEM, NON SUM.
UXOR MEA EST ASINA. "

FRAME 73

CUI SIMILIS ES TU?

" EGO FELES SUM.
EGO TIGRI SIMILIS SUM.
TIGRIS, AUTEM, NON SUM.
TIGRIS EST FEROX SED
EGO SUM MANSUETUS. "

FRAME 74

TU, AUTEM, CUI SIMILIS ES?

" EGO TIGRIS SUM.
EGO FELI SUM SIMILIS.
FELES, AUTEM, NON SUM.
FELES EST MANSUETUS
SED EGO FEROX SUM. "

FRAME 75

MARIA: " QUIS est illud animal, Marce? "

MARCUS: " Illud animal est BOS, Maria. "

BARBARA: " NONNE bos videtur esse vaccae similis? "

MARIA: " O, ita. Bos vaccae similis esse videtur mihi. "

MARCUS: " MIHI, autem, bos nontam similis vaccae esse videtur, sed TAURO magis similis esse videtur. "

MARIA: " Fortasse recte dicis, Marce. "

DO THE WORKBOOK FRAMES---CHAPTER IV.

UNIT I LESSON V TENTH PATTERN PRACTICE

PURPOSE: To EXPAND the third kernel sentence by a prepositional phrase.

THIRD KERNEL SENTENCE: ALIQUIS AMBULAT.

STEP ONE: SUBSTITUTE for aliquis...: VACCA ambulat.

STEP TWO: EXPAND the verb with a PREPOSITIONAL PHRASE:

Vacca IN VIA ambulat.

DIRECTIONS: Follow the directions of your teacher.

CASA IN INSULĀ STAT.

VACCA IN VIĀ STAT.

MATER IN SELLĀ SEDET.

EQUES IN EQUŌ SEDET.

AGRICOLA IN PRAEDIŌ EST.

LUNA IN CAELŌ EST.

NAVIS IN FLUMINE EST.

AQUA IN FONTE CURRIT.

VULNUS IN BRACCHIŌ EST.

UNIT I LESSON V FRAMES 76-79

PURPOSE: To use pictures to generate new sentences through which you can learn a few additional prepositional phrases.

THIRD KERNEL SENTENCE: Aliquis ambulat.

STEP ONE: SUBSTITUTE for aliquis...: gallina...
SUBSTITUTE for verb: Gallina SEDET.

STEP TWO: EXPAND VERB by a PREPOSITIONAL PHRASE:
Gallina IN VACCA sedet.

DIRECTIONS: Follow the directions of your teacher.

FRAME 76

REGINA IN SELLA SEDET.

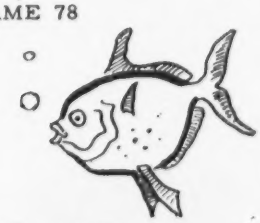
QUAESITA	RESPONSA
1. QUIS sedet?	REGINA sedet.
2. UBI regina sedet?	IN SELLA regina sedet.
3. ESTne regina in sella?	ITA.
4. QUIS in sella est?	REGINA in sella est.

FRAME 77

HIRCUS IN COLLE STAT.

1. QUIS stat?	HIRCUS stat.
2. UBI stat hircus?	IN COLLE hircus stat.
3. QUIS in colle stat?	HIRCUS in colle stat.
4. ESTne hircus in colle?	ITA.
5. QUID AGIT hircus in colle?	STAT.

FRAME 78



PISCIS IN AQUA NATAT.

1. QUIS natat?	PISCIS natat.
2. QUIS in aqua natat?	PISCIS.
3. QUID AGIT piscis in aqua?	NATAT.
4. NATATne piscis?	ITA.
5. UBI piscis natat?	IN AQUA natat.
6. IN QUA RE piscis natat?	IN AQUA natat.
7. ESTne piscis in aqua?	ITA.
8. ESTne hircus in aqua?	NON.

FRAME 79

CLAVIS IN JANUA EST.

1. QUID in janua est?	CLAVIS in janua est.
2. QUAE RES in janua est?	CLAVIS.
3. UBI est clavis?	IN JANUA.
4. ESTne clavis in janua?	ITA.
5. ESTne clavis in aqua?	NON.
6. ESTne clavis in colle?	NON.
7. ESTne hircus in janua?	NON.
8. IN QUA RE est clavis?	IN JANUA est.

RECOGNITIO

PURPOSE: To deepen and broaden our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 80

UBI STAS?

" EGO SUM AVIS.
EGO IN ARBORE NUNC STO.
VERMIS IN ROSTRO MEO NUNC EST.
VERMIS EST MEUS CIBUS. "

FRAME 81

TU, QUO IN LOCO STAS?

" EGO VACCA PULCHRA SUM.
EGO IN VIA LONGA ET LATA STO.
VIA IN LOCO RUSTICO EST, ET
ERGO VALDE PULCHRA EST.
EGO IN PRAEDIO HABITO. "

FRAME 82

TU, AUTEM, QUO IN LOCO SEDES?

" EGO MAGNUS CUNICULUS SUM.
EGO CUNICULUS VALDE CELER SUM.
EGO IN TERRA NUNC SEDEO.
IN ORE MEO CIBUS VIDETUR.
EGO IN AGRO ET IN SILVA HABITO. "

FRAME 83

MARIA: " SALVE, Marce. "

MARCUS: " SALVE, Maria. "

BARBARA:" SALVETE, Maria et Marce. "

MARIA et
MARCUS: " SALVE, Barbara. "

MARIA: " ECCE, QUAM pulchra est
casa in illa silva. "

MARCUS: " Recte dicis, Maria, illa casa est valde pulchra. "

DO THE WORKBOOK FRAMES---CHAPTER V.

UNIT I LESSON VI GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the operation called INTEGRATION.
2. You will learn three technical terms: (1) CLAUSE (2) RELATIVE CLAUSE (3) RELATIVE PRONOUN.
3. You will learn THREE FORMS of the Latin RELATIVE PRONOUN.

EXPLANATION

A. Look at these two sentences: 1. Aliquis mater est. 2. Aliquis videtur.

B. Now, if we INTEGRATE one of the sentences into the other---making it DEPEND on the other sentence---we have changed this sentence into a CLAUSE.

C. LOOK AT THE WAY THIS OPERATION GOES:

TAKE THE SENTENCE: ALIQUIS VIDETUR.

STEP ONE: REPLACE aliquis by the RELATIVE PRONOUN: QUAE

STEP TWO: INTEGRATE the RELATIVE CLAUSE into the other sentence:

RESULT: Aliquis, QUAE videtur, mater est.

QUESTION: Could we integrate the other sentence in the same manner?

ANSWER: YES. Let's do it!

TAKE THE SENTENCE: ALIQUIS MATER EST.

STEP ONE: REPLACE aliquis by he relative pronoun: QUAE---

STEP TWO: INTEGRATE.

RESULT: Aliquis, QUAE mater est, videtur.

EXAMPLES of INTEGRATION to learn the three forms of the Latin relative pronoun. (these forms are nominative case, singular number.)

INTEGRATE:		
1.	Aliquid videtur.	Aliquid scutum est.
2.	Aliquis videtur.	Aliquis pater est.
3.	Aliquis videtur.	Aliquis puella est.

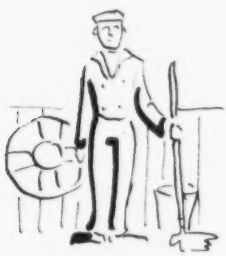
STEP ONE Replacement	STEP TWO Integration	RESULT
1. QUOD (neuter)	Aliquid, QUOD videtur, scutum est.	Aliquid, QUOD videtur, scutum est.
2. QUI (masculine)	Aliquis, QUI videtur, pater est.	Aliquis, QUI videtur, pater est.
3. QUAE (feminine)	Aliquis, QUAE videtur, puella est.	Aliquis, QUAE videtur, puella est.

UNIT I LESSON VI ELEVENTH PATTERN PRACTICE

PURPOSE: Through the use of pictures, to generate sentences in which a RELATIVE CLAUSE has been INTEGRATED into a SIMPLE SENTENCE. The resulting sentence is a COMPLEX SENTENCE.

DIRECTIONS: Follow the directions of your teacher.

ENGLISH COUNTERPART of the
LATIN SENTENCE PATTERN: (person) The -----, WHO ----
(non-person) The -----, WHICH --
THAT



NAUTA, QUI IN PICTURA VIDETUR, ALTUS EST.

PONS, QUI IN PICTURA VIDETUR, LONGUS EST.

VICUS, QUI IN PICTURA VIDETUR, PARVUS EST.

PERSONA, QUAE IN PICTURA STAT, EST PATER.

RES, QUAE IN PICTURA VIDETUR, EST LUCERNA.

URBS, QUAE IN PICTURA VIDETUR, PARVA EST.

CAPUT, QUOD IN PICTURA EST, MAGNUM EST.

ANIMAL, QUOD IN PICTURA EST, PARVUM EST.

OPPIDUM, QUOD IN PICTURA VIDETUR, PARVUM EST.

UNIT I LESSON VI FRAMES 84-87

PURPOSE: To learn more about INTEGRATION with the help of pictures.

STEP ONE: Take simple sentences: Miles Romanus est.
Miles in hac pictura videtur.

STEP TWO: INTEGRATE: Miles, QUI in hac pictura videtur, Romanus est.

DIRECTIONS: Follow the directions of your teacher.

FRAME 84

QUAESITA	RESPONSA
1. QUALIS miles est Gallus?	Miles, QUI IN HAC PICTURA EST, Gallus est.
2. QUIS est Gallus?	MILES in hac pictura.
3. ESTne hic miles Romanus?	NON.
4. ESTne hic miles Americanus?	NON.
5. QUIS in hac pictura videtur?	MILES GALLUS.

MILES, QUI IN HAC PICTURA VIDETUR, GALLUS EST.

FRAME 85

1. QUIS in elephanto sedet.	PUELLA.
2. QUANTA est puella?	PARVA.
3. QUALIS puella sedet?	Puella, QUAE IN ELEPHANTO EST, sedet.
4. UBI sedet puella?	IN ELEPHANTO.
5. SEDETne puella?	ITA.
6. QUID AGIT puella?	SEDET.
7. QUID AGIT elephantus?	STAT.
8. QUANTUS est elephantus?	MAGNUS est.

PUELLA, QUAE IN ELEPHANTO SEDET, PARVA EST.

FRAME 86

1. QUALE flumen parvum est?	Flumen, QUOD IN HAC PICTURA EST, parvum est.
2. QUANTUM est hoc flumen?	PARVUM.
3. QUAE RES in pictura videtur?	FLUMEN.
4. QUID est parvum?	HOC FLUMEN.
5. ESTne flumen magnum?	NON.

FLUMEN, QUOD IN HAC PICTURA EST, PARVUM EST.

FRAME 87

1. QUAE RES in pictura est?	LIBER.
2. QUID in pictura videtur?	LIBER.
3. ESTne liber res?	ITA.

RES, QUAE IN HAC PICTURA VIDETUR, EST LIBER.

RECOGNITIO

PURPOSE: To deepen and broaden our skill in talking Latin

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 88

TU, QUI PUER ES, QUID AGIS?

" EGO CUM EQUUO MEO AMBULO.
EQUUS MEUS NUNC DEFESSUS EST.
IN SILVA ET IN COLLE JAM EQUITABAM.
MEUS EQUUS "REX" NOMINATUR.
"REX" EST VALDE PULCHER. "

FRAME 89

TU, QUI ETIAM PUER ES, QUID AGIS?

" EGO CUM MEA MATRE NUNC AMBULO.
MEA MATER EST CELERIOR QUAM EGO,
ERGO, EGO TARDIUS AMBULO.
EGO ET MATER IN CAMPO NUNC AMBULAMUS. "

FRAME 90

TU, AUTEM, QUAE GALLINA ES, QUID AGIS?

" EGO IN VACCA NUNC SEDEO.
VACA EST MEA AMICA.
EGO HOC LOCO SAEPE SEDEO.
HIC LOCUS EST ETIAM TUTUS.
VISne SEDERE MECUM? "

FRAME 91

MARCUS: " ECCE, PUELLA DE MURO CADIT. "

BARBARA: " O, QUAM HORRIBILE! "

MARIA: " ILLA PUELLA EST MEA AMICA, URSULA. "

MARCUS: " QUID URSULA IN MURO AGEBAT? "

MARIA: " NESCIO. FORTASSE LUDEBAT "

MARCUS: " DEBEMUS URSULAM ADJUVARE. "

DO THE WORKBOOK FRAMES---CHAPTER VI.

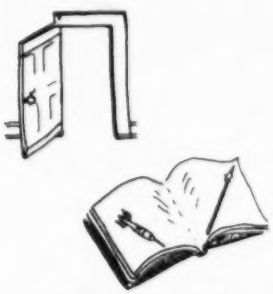
UNIT I LESSON VII TWELFTH PATTERN PRACTICE

PURPOSE: With the help of pictures, to learn the PLURAL FORMS of the RELATIVE PRONOUN.

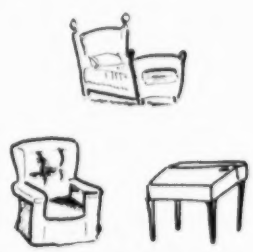
OPERATION: INTEGRATION

DIRECTIONS: Follow the directions of your teacher.

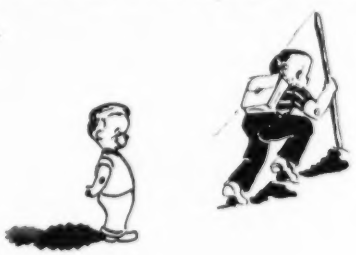
ENGLISH COUNTERPART of the
LATIN SENTENCE PATTERN: (person) The ---s, WHO are seen in this -----,are -----.
(non-person) The ---s, WHICH are seen in the -----, are --- THAT



RES, QUAE IN HAC PICTURĀ VIDENTUR, SUNT APERTAE.

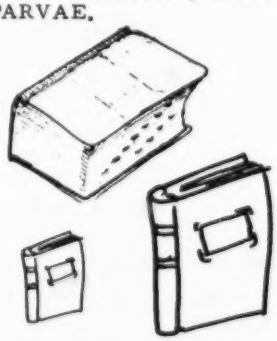


RES, QUAE IN HAC PICTURĀ VIDENTUR, SUNT PARVAE.



PERSONAE, QUAE IN HAC PICTURA VIDENTUR, SUNT PUERI.

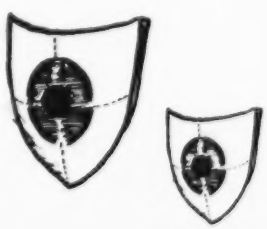
PUERI, QUI IN HAC PICTURĀ VIDENTUR, SUNT PARVI.



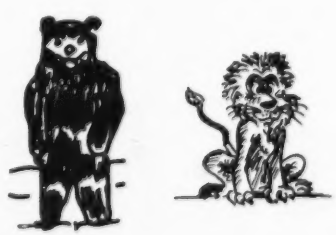
LIBRI, QUI IN HAC PICTURĀ VIDENTUR, SUNT PULCHRI.

CANES, QUI IN HAC PICTURĀ VIDENTUR, MAGNI SUNT.

CALCEAMENTA, QUAE IN HAC PICTURĀ VIDENTUR, MAGNA SUNT.



SCUTA, QUAE IN HAC PICTURĀ VIDENTUR, PULCHRA SUNT.



ANIMALIA, QUAE IN HAC PICTURĀ VIDENTUR, MAGNA SUNT.

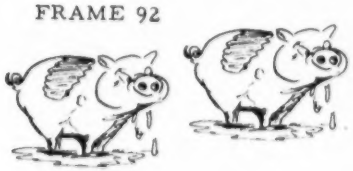
UNIT I LESSON VII FRAMES 92-95

PURPOSE: With the help of pictures, to learn the PLURAL FORMS of the RELATIVE PRONOUN.

OPERATION: INTEGRATION

DIRECTIONS: Follow the directions of your teacher.

FRAME 92



PORCI, QUI IN HAC PICTURA VIDENTUR, SIMILES SUNT.

QUAESITA

1. QUALES porci similes sunt?
2. SUNTne porci in pictura dissimiles?
3. QUALES porci videntur hac in pictura?
4. QUI sunt similes?
5. QUI in pictura sunt?

RESPONSA

Porci, QUI IN HAC PICTURA VIDENTUR, sunt similes.
Porci hac in pictura similes SUNT.
SIMILES porci videntur hac in pictura.
PORCI sunt similes.
PORCI in pictura sunt.

FRAME 93

HOROLOGIA, QUAE IN HAC PICTURA VIDENTUR, SIMILIA SUNT.

1. QUALIA horologia similia sunt?
2. SUNTne horologia hac in pictura dissimilia?
3. QUAE sunt similia?
4. QUAE sunt in pictura?
5. QUALIA horologia videntur?

Horologia, QUAE IN HAC PICTURA VIDENTUR, similia sunt.
Horologia hac in pictura similia sunt.
HOROLOGIA similia sunt.
HOROLOGIA.
SIMILIA horologia videntur.

FRAME 94

MILITES, QUI IN HAC PICTURA VIDENTUR, DISSIMILES SUNT.

1. QUI in pictura sunt?
2. QUI sunt dissimiles?
3. QUALES sunt milites?
4. QUALES milites sunt dissimiles?
5. SUNTne hi milites similes?

MILITES.
MILITES, qui hac in pictura videntur.
DISSIMILES sunt.
Milites, QUI HAC IN PICTURA VIDENTUR, dissimiles sunt.
Hi milites dissimiles SUNT.

FRAME 95

CANDELAE, QUAE IN HAC PICTURA VIDENTUR, SUNT SIMILES.

1. QUALES sunt hae candelae?
2. QUAE sunt similes?
3. QUAE hac in pictura videntur?
4. QUALES candelae sunt similes?

SIMILES sunt.

CANDELAE sunt similes.
CANDELAE hac in pictura videntur.
Candelae, QUAE HAC IN PICTURA VIDENTUR, similes sunt.

RECOGNITIO

PURPOSE: To expand and deepen our skill in talking Latin.

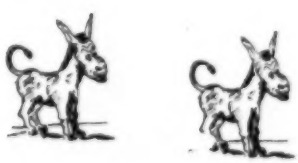
DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 96

QUIBUS SIMILES ESTIS?

" NOS UMBRAE SUMUS,
PUERIS SIMILES SUMUS,
CUM PUERIS AMBULAMUS,
ETIAM CUM PUERIS HABITAMUS. "

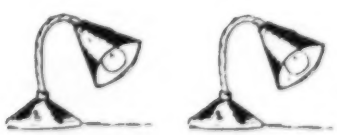
FRAME 97



QUIBUS SIMILES ESTIS VOS?

" NOS SUMUS ASINI,
NOS GEMINI SUMUS,
NOS ERGO NOBIS SIMILES SUMUS,
NOSTRA NOMINA SUNT ALFREDUS
ET ALBERTUS. "

FRAME 98



VOS, AUTEM, QUIBUS SIMILES ESTIS?

" NOS LUCERNAE GEMINAE SUMUS,
ERGO NOBIS SIMILES SUMUS,
NOS IN MENSIS SEDIMUS. "

FRAME 99

MARIA: " MARCE, ECCE STATUA IBI. "

MARCUS: " NONNE illa statua viro similis est? "

BARBARA: " Viro valde similis est illa statua. "

MARIA: " Quomodo illa statua nominatur? "

BARBARA: " ASPICIAMUS! "

MARCUS: " Statua nominatur: COGITATOR. "

BARBARA: " Statua bene nominatur. "

DO THE WORKBOOK FRAMES---CHAPTER VII.

UNIT I LESSON VIII THIRTEENTH PATTERN PRACTICE

PURPOSE: With the help of pictures, to get a "feel" for a new Kernel Sentence Pattern.

DIRECTIONS: First, your teacher will pronounce each utterance. Then, when he tells you to do so, imitate him.

ENGLISH COUNTERPART of the LATIN SENTENCE PATTERN. (active voice) A ----- is ---ing a -----. or
A ----- ---s a -----.

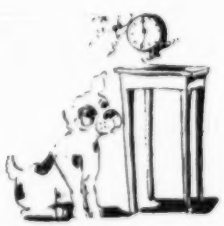
(passive voice) A ----- is being ---ed by a -----.

ELEPHANTUS PUELLAM PORTAT.
PUELLA AB ELEPHANTŌ PORTATUR.

SENEX INFANTEM TENET.
INFANS A SENE TENETUR.

MEDICUS INFANTEM INSPICIT.
INFANS A MEDICŌ INSPICITUR.

CUNICULUS CIBUM TENET.
CIBUS A CUNICULŌ TENETUR.



CANIS HOROLOGIUM AUDIT.
HOROLOGIUM A CANE AUDITUR.

PUER SONUM AUDIT.

SONUS A PUERŌ AUDITUR.

PUELLA LUCERNAM TENET.
LUCERNA A PUELLĀ TENETUR.

CANIS LUCERNAM ASPICIT.

LUCERNA A CANE ASPICITUR.

PUER NAVICULAM SOLVIT.

NAVICULA A PUERŌ SOLVITUR.

UNIT I LESSON VIII GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the FOURTH of 5 KERNEL SENTENCE PATTERNS of Latin.

   FOURTH KERNEL SENTENCE PATTERN: (This is to be memorized.)

   IV. ALIQUIS ALIQUID AGIT. (active voice) ALIQUID AB ALIQUO AGITUR. (passive voice)

2. You will learn two technical terms: (1) TRANSITIVE VERB (2) DIRECT OBJECT.

EXPLANATION

LOOK at the kernel sentence (active voice): ALIQUIS ALIQUID AGIT.

Now, let us substitute for ALL the elements of this kernel sentence:

ALIQUIS ALIQUID AGIT.

Puer insulaM aspicit.

NOTICE THIS: The SIGNAL -M on the word insulam.

QUESTION: What does the signal -M show?

ANSWER: The signal -M shows that the word insulam is the DIRECT OBJECT of the verb.

QUESTION: Is there a special name for verbs that take a DIRECT OBJECT?

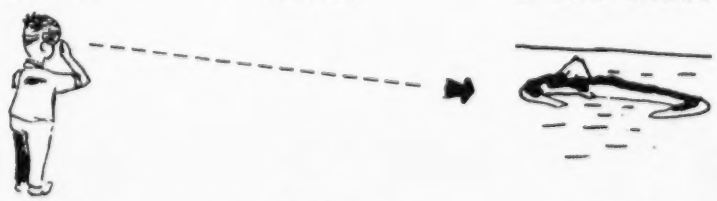
ANSWER: YES. Such verbs are called TRANSITIVE VERBS.

QUESTION: Why are certain verbs called TRANSITIVE?

ANSWER: Because the ACTION of the SUBJECT is directed ACROSS to the OBJECT in a direct manner.

LOOK AT THIS EXAMPLE:

SUBJECT ACTION DIRECT OBJECT



PUER ASPICIT INSULAM.

UNIT I LESSON VIII GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the operation called TRANSFORMATION.

2. You will learn three technical terms: (1) TRANSFORMATION (2) ACTIVE VOICE (3) PASSIVE VOICE.

EXPLANATION

LOOK at the kernel sentence: Aliquis aliquid agiT. / Aliquis ab aliquo agiTUR.
(active voice) (passive voice)

QUESTION: What does ACTIVE VOICE show?

ANSWER: ACTIVE VOICE represents the subject as ACTING or BEING.

QUESTION: What is the operation called TRANSFORMATION?

ANSWER: TRANSFORMATION is the changing of a word from one FORM to another FORM.

FOR EXAMPLE: agiT to agiTUR

QUESTION: In transforming the verb FORM of agit to agitur has the transformation affected the meaning of the verb? If so, in what way?

ANSWER: YES. In transforming the verb FORM from agit to agitur the verb form has changed from active voice to PASSIVE VOICE.

QUESTION: What does PASSIVE VOICE show?

ANSWER: PASSIVE VOICE represents the subject as ACTED UPON.

EXAMPLES of transformation from ACTIVE to PASSIVE VOICE:

	ACTIVE VOICE	PASSIVE VOICE
	PUELLA LUCERNAM TENET.	LUCERNA A PUELLA TENETUR.
	JUVENIS GLADIUM RECUSAT.	GLADIUS A JUVENE RECUSATUR.

UNIT I LESSON VIII FRAMES 100-107

PURPOSE: With the use of pictures, to generate sentences of the fourth Kernel Sentence Pattern.

FOURTH KERNEL SENTENCE: (Active voice) ALIQUIS ALIQUID AGIT.

OPERATION: SUBSTITUTE for all the elements of the Kernel Sentence.

FRAME 100

PUER LIBRUM PORTAT.

QUAESITA	RESPONSA
1. QUIS librum portat?	PUER librum portat.
2. QUID AGIT puer?	LIBRUM PORTAT.
3. QUAE RES a puero portatur?	LIBER a puero portatur.
4. ESTne res, quae a puero portatur, liber?	Res, quae a puero portatur, liber est.

FRAME 101

PUELLA LUCERNAM TANGIT.

1. QUIS lucernam tangit?	PUELLA lucernam tangit.
2. QUID a puella tangitur?	LUCERNA a puella tangitur.
3. QUAM REM puella tangit?	LUCERNAM puella tangit.
4. ESTne res, quae a puella tangitur, lucerna?	Res, quae a puella tangitur, lucerna EST.
5. QUOMODO nominatur res quae a puella tangitur?	LUCERNA res nominatur.

FRAME 102

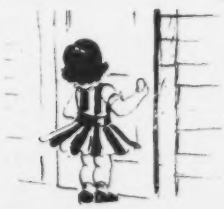
PUER LIBRUM INVENIT.

1. QUAM REM invenit puer?	LIBRUM invenit.
2. QUIS librum invenit?	PUER librum invenit.
3. QUAE RES a puero invenitur?	LIBER.
4. INVENITne puer pecuniam?	NON.
5. INVENITne puer librum?	ITA.

FRAME 103

LUPUS OVES ASPICIT.

1. QUIS oves aspicit?	LUPUS oves aspicit.
2. QUID AGIT lupus?	OVES ASPICIT.
3. ASPICITne lupus oves?	ITA.
4. QUAS aspicit lupus?	OVES aspicit lupus.
5. QUAE a lupo aspiciuntur?	OVES a lupo aspiciuntur.

	QUAESITA	RESPONSA
FRAME 104		
	1. QUIS epistulam scribit? 2. QUID AGIT puer? 3. QUID a puero scribitur? 4. ESTne res, quae a puero scribitur, epistula? 5. QUAM REM scribit puer?	PUER epistulam scribit. EPISTULAM SCRIBIT. EPISTULA a puero scribitur. Res, quae a puero scribitur, epistula est. EPISTULAM scribit puer.
PUER EPISTULAM SCRIBIT.		
FRAME 105		
	1. QUID AGIT puella? 2. QUAM REM claudit puella? 3. QUAE RES a puella clauditur? 4. ESTne res, quae a puella clauditur, janua? 5. ESTne res, QUAM puella claudit, janua?	JANUAM CLAUDIT puella. JANUAM puella claudit. JANUA a puella clauditur. Res, quae a puella clauditur, janua EST. Res, QUAM puella claudit, janua EST.
PUELLA JANUAM CLAUDIT.		
FRAME 106		
	1. QUAM REM puer jacit? 2. QUID puer jacit? 3. QUID AGIT puer? 4. Res, QUAM puer jacit, VOCATURne hasta? 5. QUID a puero jacitur? 6. QUAE RES a puero jacitur?	HASTAM puer jacit. HASTAM puer jacit. HASTAM jacit puer. Res, QUAM puer jacit, hasta VOCATUR. HASTA a puero jacitur. HASTA a puero jacitur.
PUER HASTAM JACIT.		
FRAME 107		
	1. QUID puer tenet? 2. QUAM REM puer tenet? 3. QUID a puero tenetur? 4. QUAE RES a puero tenetur? 5. QUOMODO nominatur res QUAM puer tenet? 6. QUID AGIT puer?	TUBAM puer tenet. TUBAM puer tenet. TUBA a puero tenetur. TUBA a puero tenetur. Res, QUAM puer tenet, tuba nominatur. TUBAM TENET puer.
PUER TUBAM TENET.		

RECOGNITIO

PURPOSE: To expand and deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 108

QUID AGIS, ADOLESCENS?

" EGO GLADIUM RECUSO.
GLADIUS EST RES ACRIS ET ERGO
EST RES PERICULOSA.
HUNC GLADIUM RECUSO QUOD
ALTER ADOLESCENS VULT MECUM
PUGNARE. EGO, AUTEM, CUM EO
PUGNARE NOLO. "

FRAME 109

QUID AGIS, MILES?

" EGO GLADIUM DEPONO.
IN BELLO GLADIŌ UTOR.
NUNC, AUTEM, PAX EST.
QUOD PAX EST, GLADIO
NON UTOR. ITAQUE, NUNC
GLADIUM DEPONO. "

FRAME 110

QUID AGIS, TU, PATER?

" EGO ME EXERCEO.
EXERCITIUM CORPUS ADJUVAT.
EGO COTIDIE ME EXERCEO.
QUOD COTIDIE ME EXERCEO,
BENE VALEO. "

FRAME 111

BARBARA: " Ecce Ursula. Illa bene valet. "

MARIA: " Hoc mihi jucundum est quod
Ursula bene valet. "

MARCUS: " QUID Ursula nunc agit, Maria? "

MARIA: " Rosas pro patre eligit, Marce. "

MARCUS: " Rosae sunt valde pulchrae flores. "

BARBARA: " Ego rosas valde amo, Marce. "

DO THE WORKBOOK FRAMES---CHAPTER VIII.

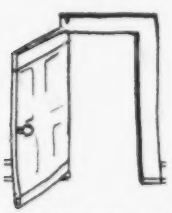
UNIT I LESSON VIII FOURTEENTH PATTERN PRACTICE

PURPOSE: With the use of pictures, to generate sentences of the FOURTH KERNEL SENTENCE PATTERN, active and passive voice.

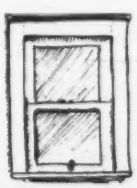
OPERATION. EXPANSION and TRANSFORMATION.

DIRECTIONS: First, your teacher will pronounce each utterance. Then, when he tells you to do so, imitate him.

ENGLISH COUNTERPART of the LATIN SENTENCE PATTERN: (active voice) I see a ----- thing.
(passive voice) A ----- thing is seen by me.



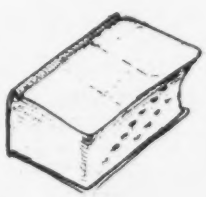
EGO JANUAM APERTAM VIDEO.
JANUA APERTA A ME VIDETUR.



FENESTRAM CLAUSAM VIDEO.
FENESTRA CLAUSA A ME VIDETUR.

AMPULLAM AQUĀ PLENAM VIDEO.
AMPULLA AQUĀ PLENA A ME VIDETUR.

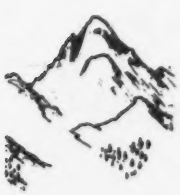
EGO LIBRUM APERTUM VIDEO.
LIBER APERTUS A ME VIDETUR.



LIBRUM CLAUSUM VIDEO.
LIBER CLAUSUS A ME VIDETUR.

MAGNUM SCUTUM VIDEO.

MAGNUM SCUTUM A ME VIDETUR.



EGO ALTUM MONTEM VIDEO.
ALTUS MONS A ME VIDETUR.

LUCEM CLARAM VIDEO.

LUX CLARA A ME VIDETUR.

MAGNUM ANIMAL VIDEO.

MAGNUM ANIMAL A ME VIDETUR.

FRAMES 112-115

LATIN SENTENCE PATTERN: Puella libruM novuM emit.

ENGLISH COUNTERPART: The girl is buying a NEW BOOK.

DIRECTIONS: Follow the directions of your teacher.

FRAME 112

MILES LONGAM HASTAM JACIT.

QUAESITA	RESPONSA
1. QUANTAM hastam miles jacit?	LONGAM hastam miles jacit.
2. QUANTAM rem miles jacit?	LONGAM rem miles jacit.
3. QUANTA hasta a milite jacitur?	LONGA hasta a milite jacitur.
4. QUANTA est hasta quae a milite jacitur?	LONGA est hasta quae a milite jacitur.
5. QUID AGIT miles?	LONGAM HASTAM JACIT.

FRAME 113

PUER LIBRUM NOVUM PORTAT.

1. QUALEM librum puer portat.	NOVUM librum puer portat.
2. QUALIS est liber qui a puero portatur?	NOVUS est liber qui a puero portatur.
3. QUALIS liber a puero portatur?	NOVUS liber a puero portatur.
4. QUID AGIT puer?	NOVUM LIBRUM PORTAT.
5. QUID a puero AGITUR?	NOVUS LIBER a puero PORTATUR.

FRAME 114

MILES SCUTUM PULCHRUM GERIT.

1. QUALE scutum miles gerit?	Scutum PULCHRUM miles gerit.
2. QUALE scutum a milite geritur?	Scutum PULCHRUM a milite geritur.
3. QUID AGIT miles?	SCUTUM PULCHRUM GERIT.
4. QUID a milite GERITUR?	SCUTUM PULCHRUM a milite GERITUR.
5. QUIS scutum pulchrum gerit?	MILES scutum pulchrum gerit.

FRAME 115

URSUS CUNICULUM MAGNUM ASPICIT.

1. QUANTUM cuniculum ursus aspicit?	MAGNUM cuniculum ursus aspicit.
2. QUANTUS cuniculus ab urso aspicitur?	MAGNUS cuniculus ab urso aspicitur.
3. QUID AGIT ursus?	MAGNUM CUNICULUM ASPICIT.
4. QUID AGITUR ab urso?	MAGNUS CUNICULUS ab urso ASPICITUR.
5. QUIS ab urso aspicitur?	CUNICULUS ab urso aspicitur

RECOGNITIO

PURPOSE: To expand and deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

FRAME 116

QUALEM LIBRUM LEGIS?

" LIBER, QUEM NUNC LEGO, DE BELLO TROJANO NARRATUR. SCRIPTOR BELLUM TROJANUM OPTIME NARRAT. ERGO, HIC LIBER LEGENTEM FACILE TENERE POTEST. "

FRAME 117

QUALEM LIBRUM INVENIS?

" LIBER, QUEM NUNC INVENIO, EST VALDE PULCHER. HIC LIBER ETIAM NOVUS ESSE VIDETUR. QUOD EST LIBER, QUI AB ALIO AMITTITUR, MEUS NON EST. "

FRAME 118

QUALEM LIBRUM PORTAS?

" LIBER, QUEM NUNC PORTO, EST DE NUMERIS. EGO HUNC LIBRUM EX BIBLIOTHECA NUNC PORTO. EGO DE NUMERIS LEGERE NUNC POSSUM. "

FRAME 119

MARCUS: " QUAM PULCHER ILLE LIBER EST! "

MARIA: " Liber, QUEM aspicimus, est pulcher, et etiam legentem facile tenere potest. "

BARBARA: " Estne liber tuus, Maria? "

MARIA: " Hic liber meus est, Barbara. "

BARBARA: " POSSUMne hunc librum legere? "

MARIA: " CERTE, librum meum legere potes, Barbara. "

BARBARA: " GRATIAS TIBI AGO, MARIA. "

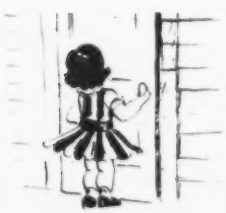
UNIT I LESSON VIII FIFTEENTH PATTERN PRACTICE

PURPOSE: With the use of pictures, to generate EXPANDED sentences of the THIRD kernel sentence pattern.

EXPLANATION: The EXPANDING ELEMENT is a PREPOSITIONAL PHRASE. The prepositions signal POSITION or DIRECTION. They PATTERN with a noun in the ACCUSATIVE CASE.

DIRECTIONS: Follow the directions of your teacher.

ENGLISH COUNTERPART of the LATIN PREPOSITIONAL PATTERN: A ----- is ----- the -----. or
A ----- is ---ing ----- the -----.



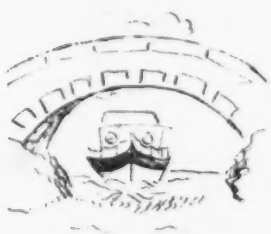
PUELLA ANTE JANUAM STAT.

PUER ANTE EQUUM AMBULAT.

PUER POST ARBOREM VIDETUR.

PUER SUPER LECTUM DORMIT.

AVIS SUPER FLUMEN VOLITAT.



NAVIS SUB PONTEM MOVETUR.

VENATOR TRANS CAMPUM AMBULAT.

NAVICULA TRANS AQUAM MOVETUR.

MUNDUS PER CAELUM MOVETUR.

UNIT I LESSON IX SIXTEENTH PATTERN PRACTICE

PURPOSE: To see the Latin manner of expressing POSSESSION.

EXPLANATION: In Latin, possession is generally expressed by the GENITIVE CASE.

OPERATION: EXPANSION of subject of first kernel sentence pattern by a POSSESSIVE.

DIRECTIONS: Follow the directions of your teacher.

ENGLISH COUNTERPART of the LATIN SENTENCE PATTERN: This ----'s name is -----.

HUJUS PERSONAE NOMEN EST NAUTA.

HUJUS NAUTAE NOMEN EST ROBERTUS.

HUJUS REI NOMEN EST ROSA.

HUJUS REI NOMEN EST GLADIUS.

HUJUS ANIMALIS NOMEN EST HIRCUS.

HUJUS HIRCI NOMEN EST "PES".

HUJUS PERSONAE NOMEN EST PRINCEPS.

HUJUS PRINCIPIS NOMEN EST "FULGUR".

HUJUS PRINCIPIS NOMEN EST "JOHNSON".

HUJUS PERSONAE NOMEN EST JUDEX.

HUJUS PERSONAE NOMEN EST REX.

HUJUS REI NOMEN EST IGNIS.

HUJUS REI NOMEN EST MANUS.

HUJUS REI NOMEN EST DOMUS.

HUJUS REI NOMEN EST DIES.

RECOGNITIO

PURPOSE: To expand and deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin.
Then, when he tells you to do so, imitate his reading.

LEARN THIS:
LATIN QUESTION SIGNAL: CUJUS EXPECTED ANSWER: OWNER (in gen. case)

FRAME 120

MARCUS:
"CUJUS EST CORPUS?"

MARIA:
"VIRI EST CORPUS."

FRAME 121

MARIA:
"CUJUS EST CAPUT?"

BARBARA:
"CORPORIS EST CAPUT."

FRAME 122

MARCUS:
"CUJUS EST FRONS?"

MARIA:
"CAPITIS EST FRONS."

FRAME 123

BARBARA:
"CUJUS EST FACIES?"

MARCUS:
"CAPITIS EST FACIES."

FRAME 124

MARIA:
"CUJUS EST BARBA?"

MARCUS:
"FACIEI EST BARBA."

FRAME 125

BARBARA:
"CUJUS EST DENS?"

MARIA:
"ORIS EST DENS."

FRAME 126

MARCUS:
"CUJUS EST COLLUM?"

BARBARA:
"CORPORIS EST COLLUM."

FRAME 127

MARIA:
"CUJUS EST BRACCHIUM?"

MARCUS:
"CORPORIS EST BRACCHIUM?"

FRAME 128

BARBARA:
"CUJUS EST MANUS?"

MARIA:
"BRACCHII EST MANUS."

DO THE WORKBOOK FRAMES---CHAPTER IX.

UNIT I LESSON X SEVENTEENTH PATTERN PRACTICE

PURPOSE: To see the FIFTH KERNEL SENTENCE PATTERN of Latin and to get a "feel" for the Latin manner of expressing INDIRECT OBJECT.

DIRECTIONS: Follow the directions of your teacher.

ENGLISH COUNTERPART of the
LATIN SENTENCE PATTERN: (active voice) A ----- gives a ----- to a -----.
or:
A ----- gives ----- a -----.
(passive voice) A ----- is being given to ----- by a -----.

PUER MATRI ROSAM DAT.

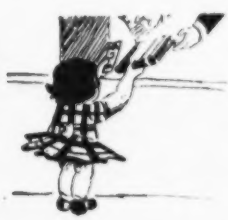
ROSA MATRI A PUERO DATUR.

PUELLA PATRI LIBRUM DAT.

LIBER PATRI A PUELLA DATUR.

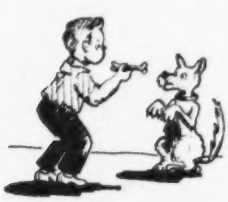
PUELLA FELI LAC DAT.

LAC FELI A PUELLA DATUR.



PUELLA PECUNIAM VIRO DAT.

PECUNIA VIRO A PUELLA DATUR.



PUER CANI OS DAT.

OS CANI A PUERO DATUR.

MATER PUERO OFFICIUM DAT.

OFFICIUM PUERO A MATRE DATUR.

UNIT I LESSON X GRAMMAR

WHAT YOU WILL LEARN

1. You will learn the FIFTH of the 5 KERNEL SENTENCE PATTERNS of Latin.

   FIFTH KERNEL SENTENCE PATTERN: (This is to be memorized.)

   V. ALIQUIS ALICUI ALIQUID DAT. (active voice) ALIQUID ALICUI AB ALIQUO DATUR. (passive voice)

2. You will learn one technical term: INDIRECT OBJECT.

EXPLANATION

LOOK at the kernel sentence (active voice): ALIQUIS ALICUI ALIQUID DAT.

Now, let us substitute for AS MANY elements of this kernel sentence as we can:

ALIQUIS ALICUI ALIQUID DAT.

Puer matrI rosam dat.

NOTICE THIS: The SIGNAL -I on the word matri.

QUESTION: What does the signal -I show?

ANSWER: The signal -I shows that the word matri is the INDIRECT OBJECT of the verb.

QUESTION: Why is a word like matri called an INDIRECT OBJECT?

ANSWER: Because a word like matri ,(puellae , puero, exercitui , aciei ,) with the DATIVE CASE signal, SIGNALS the person TO WHOM something is given, said, handed over, etc. (a thing is rarely an indirect object)

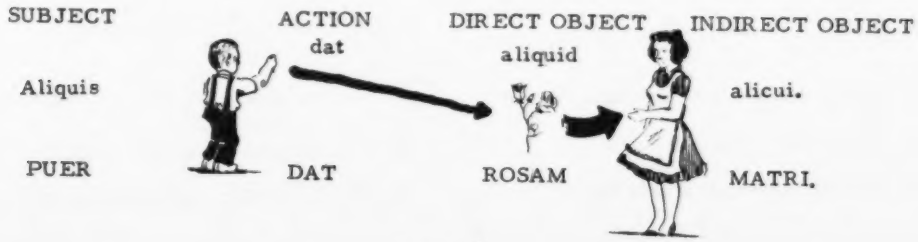
QUESTION: In the kernel sentence above, what word represents the INDIRECT OBJECT?

ANSWER: The word ALICUI represents the INDIRECT OBJECT.

QUESTION: What can substitute for alicui?

ANSWER: The noun or pronoun that substitutes for alicui must be in the DATIVE CASE and SINGULAR NUMBER.

LOOK AT THIS EXAMPLE :



UNIT I LESSON X EIGHTEENTH PATTERN PRACTICE

PURPOSE: Through pattern practice, to learn the DATIVE CASE better.

DIRECTIONS: Follow the directions of your teacher.

LEARN THIS:		EXPECTED ANSWER:
LATIN QUESTION SIGNALS:	CUI	INDIRECT OBJECT (singular form)
	QUIBUS	INDIRECT OBJECT (plural form)

FIFTH K. S. Aliquis alicui aliquid dat. / Aliquid alicui ab aliquo datur.

STEP ONE: SUBSTITUTE for all nouns. TRANSFORM direct and indirect objects to plural.

ACTIVE VOICE PATTERN:	PASSIVE VOICE PATTERN:
1. Puer PUELLAE rosam dat.	1. Rosa PUELLAE a puero datur.
Q. CUI puer rosam dat?	Q. CUI rosa a puero datur?
R. PUELLAE puer rosam dat.	R. PUELLAE rosa a puero datur.
2. Puer PUELLIS rosas dat.	2. Rosae PUELLIS a puero dantur.
Q. QUIBUS puer rosas dat?	Q. QUIBUS rosae a puero dantur?
R. PUELLIS puer rosas dat.	R. PUELLIS rosae a puero dantur.
3. Rex militi gladium dat.	3. Gladius militi a rege datur.
Q. CUI rex gladium dat?	Q. CUI gladius a rege datur?
R. MILITI rex gladium dat.	R. MILITI gladius a rege datur.
4. Rex militibus gladios dat.	4. Gladii militibus a rege dantur.
Q. QUIBUS rex gladios dat?	Q. QUIBUS gladii a rege dantur?
R. MILITIBUS rex gladios dat.	R. MILITIBUS gladii a rege dantur.
5. Vir asino cibum dat.	5. Cibus asino a viro datur.
Q. CUI vir cibum dat?	Q. CUI cibus a viro datur?
R. ASINO vir cibum dat.	R. ASINO cibus a viro datur.
6. Arbor domui umbram dat.	6. Umbra domui ab arbore datur.
Q. CUI arbor umbram dat?	Q. CUI umbra ab arbore datur?
R. DOMUI arbor umbram dat.	R. DOMUI umbra ab arbore datur.

RECOGNITIO

PURPOSE: To expand and deepen our skill in talking Latin.

DIRECTIONS: First, your teacher will pronounce the Latin
Then, when he tells you to do so, imitate his reading.

FRAME 129

CUI PECUNIAM DAS, PUELLA?

" EGO VIRO PECUNIAM DO. LIBRUM EMO, ERGO VIRO PECUNIAM DO. VIR, QUI MIHI LIBRUM DAT, VENDITOR NOMINATUR. EGO, AUTEM, SUM EMPTOR."

FRAME 130

CUI LAC DAS, PUELLA?

" EGO FELI MEAE LAC DO. MEAE FELI LAC NUNC DO QUOD MEA FELES NUNC SITIT. EGO MEAE FELI CIBUM ETIAM DO UBI ILLA ESURIT. "

FRAME 131

CUI OS DAS, PUER?

" EGO MEO CANI OS NUNC DO. MEO CANI OS NUNC DO QUOD MEUS CANIS NUNC ESURIT. EGO MEO CANI POTUM ETIAM DO UBI ILLE SITIT. MEUS CANIS NUNC NON SITIT SED ESURIT. "

FRAME 132

MARIA: "ECCE! Puer ibi lacrimat."

MARCUS: "Eum video. Paenitet me ejus doloris."

BARBARA: "Cur ille puer tam lacrimat."

MARCUS: "Fortasse aliquid timet."

MARIA: "Aut fortasse vulneratur."

BARBARA: "Fortasse nunc aegrotat."

MARIA: "Ecce! Pueri mater ei officium nunc dat."

DO THE WORKBOOK FRAMES---CHAPTER X.

APPENDIX

WHAT YOU WILL SEE

There are FIVE noun patterns in Latin called DECLENSIONS. You will see a MODEL NOUN of each Declension in all of its CASE PATTERNS in the SINGULAR and PLURAL NUMBERS.

FIRST NOUN PATTERN (First Declension)

SINGULAR Case Pattern:	PLURAL Case Pattern:	NAME of Case:	NAME of general Usage:
puell-A	puell-AE	NOMINATIVE	SUBJECT or PREDICATE NOUN, or APPOSITIVE
puell-AE	puell-ĀRUM	GENITIVE	POSSESSION or PARTITIVE
puell-AE	puell-ĪS	DATIVE	INDIRECT OBJECT
puell-AM	puell-ĀS	ACCUSATIVE	DIRECT OBJECT
puell-Ā	puell-ĪS	ABLATIVE	PREPOSITIONAL

NOTE: First Declension nouns are FEMININE, except those naming individual MALE PERSONS, which are masculine. E.G., nauta, poeta, agricola.

SECOND NOUN PATTERN (Second Declension)

SINGULAR Case Pattern:	PLURAL Case Pattern:	NAME of Case:	SINGULAR Case Pattern:	PLURAL Case Pattern:
MASCULINE NOUNS:			NEUTER NOUNS:	
numer-US	numer-Ī	NOM.	scut-UM	scut-A
numer-Ī	numer-ŌRUM	GEN.	scut-Ī	scut-ŌRUM
numer-Ō	numer-ĪS	DAT.	scut-Ō	scut-ĪS
numer-UM	numer-ŌS	ACC.	scut-UM	scut-A
numer-Ō	numer-ĪS	ABL.	scut-Ō	scut-ĪS

NOTE: The GENERAL USAGE as given in Declension One above is the same for all declensions.

APPENDIX

THIRD NOUN PATTERN (Third Declension)

SINGULAR Case Pattern:	PLURAL Case Pattern:	NAME of Case:	SINGULAR Case Pat.:	PLURAL Case Pat.:
For MASCULINE and FEMININE NOUNS:			NEUTER NOUNS:	
lux	luc-ĒS	NOM.	corpus	corpor-A
luc-IS	luc-UM (-IUM on some)	GEN.	corpor-IS	corpor-UM
luc-Ī	luc-IBUS	DAT.	corpor-Ī	corpor-IBUS
luc-EM	luc-ĒS	ACC.	corpus	corpor-A
luc-E	luc-IBUS	ABL.	corpor-E	corpor-IBUS

NOTE: NOUNS naming individual MALE PERSONS are MASCULINE. NOUNS naming individual FEMALE PERSONS are FEMININE.

OTHERWISE--in general: a noun with the following in the NOMINATIVE--

1. Ending in -er, -or are MASCULINE.
2. Ending in -s, -o, -x are FEMININE.
3. Ending in -l, -a, -n, -c, -e, -t are NEUTER.

FOURTH NOUN PATTERN (Fourth Decl.) FIFTH NOUN PATTERN (Fifth Declension)

SINGULAR Case Pattern:	PLURAL Case Pattern:	NAME of Case:	SINGULAR Case Pattern:	PLURAL Case Pattern:
man-US	man-ŪS	NOM.	res	r-ĒS
man-ŪS	man-UUM	GEN.	r-ĒI	r-ĒRUM
man-UĪ	man-IBUS	DAT.	r-ĒI	r-ĒBUS
man-UM	man-ŪS	ACC.	r-EM	r-ĒS
man-Ū	man-IBUS	ABL.	r-Ē	r-ĒBUS

NOTE: 1. MOST nouns in fourth Declension are MASCULINE. (manus, domus, F.)

2. MOST nouns in fifth Declension are FEMININE. (dies, M. and F.)

APPENDIX

WHAT YOU WILL SEE

You will see the QUESTION SIGNAL pattern and TWO ADJECTIVE patterns.

QUESTION SIGNAL PATTERN (INTERROGATIVE PRONOUN)

	MASCULINE	FEMININE	NEUTER	NAME of Case:
SINGULAR:	qu-IS	qu-IS	qu-ID	NOM.
	cū-JUS	cū-JUS	cū-JUS	GEN.
	cu-I	cu-I	cu-I	DAT.
	qu-EM	qu-EM	qu-ID	ACC.
	qu-Ō	qu-Ā	qu-Ō	ABL.
PLURAL:				
	qu-Ī	qu-AE	qu-AE	NOM.
	qu-ŌRUM	qu-ĀRUM	qu-ŌRUM	GEN.
	qu-IBUS	qu-IBUS	qu-IBUS	DAT.
	qu-ŌS	qu-ĀS	qu- AE	ACC.
	qu-IBUS	qu-IBUS	qu-IBUS	ABL.

ADJECTIVE PATTERN I				ADJECTIVE PATTERN II		
SINGULAR:						
MASC.	FEM.	NEUT.	NAME of Case:	MASC.	FEM.	NEUT.
bon-US	bon-A	bon-UM	NOM.	fort-IS	fort-IS	fort-E
bon-Ī	bon-AE	bon-Ī	GEN.	fort-IS	fort-IS	fort-IS
bon-Ō	bon-AE	bon-Ō	DAT.	fort-Ī	fort-Ī	fort-Ī
bon-UM	bon-AM	bon-UM	ACC.	fort-EM	fort-EM	fort-E
bon-Ō	bon-Ā	bon-Ō	ABL.	fort-Ī	fort-Ī	fort-Ī
PLURAL						
bon-Ī	bon-AE	bon-A	NOM.	fort-ĒS	fort-ĒS	fort-IA
bon-ŌRUM	bon-ĀRUM	bon-ŌRUM	GEN.	fort-IUM	fort-IUM	fort-IUM
bon-Īs	bon-Īs	bon-Īs	DAT.	fort-IBUS	fort-IBUS	fort-IBUS
bon-ŌS	bon-ĀS	bon-A	ACC.	fort-ĒS	fort-ĒS	fort-IA
bon-Īs	bon-Īs	bon-Īs	ABL.	fort-IBUS	fort-IBUS	fort-IBUS